

# **Survey of safeguarding staff in post-16 providers in England: March 2021**

**Report of a survey into the skills, needs and views of safeguarding staff  
in the learning and skills sector.**

**Spring 2021**

## CONTENTS

<b>CONTEXT AND BACKGROUND</b>	<b>3</b>
Purpose and scope of the survey	3
Methodology and response	3
<b>EXECUTIVE SUMMARY AND RECOMMENDATIONS</b>	<b>5</b>
<b>THE FINDINGS IN DETAIL</b>	<b>9</b>
Respondents and the providers they work in	9
Roles and responsibilities	10
Experience	12
Safeguarding concerns and trends	15
Training, qualifications and networking	17
Confidence levels and support needs	19
Views and suggestions about sector needs	24
Willingness to engage further	25
Equalities monitoring	25
<b>APPENDIX</b>	
The survey	26



## INTRODUCTION

Safeguarding staff are an essential part of the post-16 workforce. Designated Safeguarding Leads, their deputies and colleagues are key to ensuring the safety of learners in every type of post-16 provider: colleges, independent providers and local authority providers.

Across the sector, the recruitment and training of these staff needs to be a high priority as does continuing support and development. This important survey is the first time post-16 providers have set out to map the skills, qualifications and needs of this workforce across all parts of the learning and skills sector. It was commissioned by the Education and Training Foundation (ETF) and undertaken by the Association of Colleges (AoC) with the support of the Association of Employment and Learning Providers (AELP), HOLEX (the lead professional body for Adult Community Education and Learning), Natspec (the voice of specialist further education) and the National Association of Managers of Student Services (NAMSS).

It is clear from the survey that safeguarding staff are doing a tremendously difficult job addressing many profound challenges of increasing intensity. They are working in difficult conditions and need support, both within their institutions and from external partners.

It is important that we all listen to what these practitioners are saying and to make sure that the key messages are heard loud and clear by policy makers. We want Designated Safeguarding Leads and their colleagues to have the recognition and support that they need. This includes making sure that they have the time and the resources they need, that interagency collaboration and information sharing are working well and that we support national networking to help them contribute to shaping the future of post-16 safeguarding so that all our learners can thrive.

The findings of this survey are a good basis to further develop our support for this crucial part of the education and training workforce and they give us a useful baseline to track improvements over time. We commend the report and its recommendations to everyone working in this area.

## 1. Context and background

The Association of Colleges (AoC) was commissioned by the Education and Training Foundation (ETF) to undertake research on the skills and needs of post-16 staff with safeguarding responsibilities and to get feedback from a wide cross section of safeguarding staff. This is the first survey of this type undertaken in England and it was conducted one year into the global Covid-19 pandemic which had a major impact on all aspects of people's lives, including education.

## 2. Purpose and scope of the survey

The aim of the survey was to establish a robust evidence base on which to build a cohesive safeguarding and welfare workforce development strategy for the Further Education and Skills sector. The survey aimed to reach designated safeguarding leads (DSLs), deputy DSLs and other staff with specific safeguarding responsibilities across the full range of providers in the post-16 education and skills sector: colleges, independent training providers and adult and community learning providers.

## 3. Methodology and response

The survey was designed to encourage voluntary individual responses from as many staff as possible who self-identify as having safeguarding responsibilities in either a college, a training provider or an adult and community learning provider.

### The questions focused on:

- the roles and responsibilities, leadership, team membership and responsibilities of safeguarding staff to establish a robust evidence base about the scale and skill set of the current safeguarding workforce;
- the development needs and awareness of self-assessment, training and development opportunities of the current safeguarding workforce;
- the experience of training and support of the safeguarding workforce, where it has been sourced and what further needs they may have.
- Other suggestions and opinions about how to improve support for safeguarding generally.

The questions included mixed use of tick box responses and free text narrative responses. The analysis combines presentation of quantitative data with presentation of supporting narrative responses, with some breakdown by sector or by role where this is of interest.

Survey design and analysis was informed by a steering group of the key partners: ETF, AoC, AEL, HOLEX, Natspec and NAMSS.

The survey ran from 25 February to 15 March 2021 and the direct link to the survey was widely promoted via social media and the member networks of AoC, AELP, ETF, HOLEX, NAMSS and Natspec.

471 people responded to the survey, including 264 respondents from colleges (of which 20 were from independent specialist colleges, 18 from other specialist colleges and 33 from Sixth Form College), 100 from training providers and 87 from Adult and Community Learning providers. A broad range of provider sizes, all three main provider types and all English regions are well represented.

236 respondents are DSLs, 129 are DDSLs and 132 have some responsibility for safeguarding.

The titles DSL and DDSL cover a range of different roles, from staff who are dedicated full-time to safeguarding work, and may lead a safeguarding team, to staff who have a range of other roles and for whom this is one of many responsibilities.

Information gathered about individuals during the research is confidential and will only be available to the research team at AoC and the ETF. The published report presents findings at an aggregate level and any quotations from respondents who agreed to be quoted are anonymised.

## 4. Executive summary and recommendations

### Roles and responsibilities of safeguarding staff

It is clear from the responses that safeguarding staff in post-16 provision have a very wide range of responsibilities, including making referrals, producing reports, planning and organising staff development, developing and reviewing policy and procedures, monitoring and analysing data, managing case meetings, developing the safeguarding curriculum and contributing to organisational strategy.

As part of their work, safeguarding staff need to liaise with a wide range of people and agencies including their colleagues, students, parents/guardians, local authorities, the police, local safeguarding partnership, other providers, governors, trustees or directors, voluntary organisations and the wider community. This liaison is complex and time consuming and raises issues about data sharing and differences in approach between agencies.

There is a case for a national review of safeguarding support services to harmonise the FE and skills sector and statutory services, including education and mental health, and the transition to adult services, to evaluate the role of the DSL and to strengthen the links between safeguarding, mental health and wellbeing. A review should strengthen the involvement of young people and adults at risk in the design and development of organisation's safeguarding practice and processes.

- *We recommend a comprehensive review of safeguarding support services and the role of the DSL.*
- *We recommend a review of KCSIE and more specific guidance around safeguarding in post 16 settings.*

One year on from the introduction of Safeguarding Partnerships, the evidence suggests DSLs are not always able to access intervention services for young people and vulnerable adults. The review should explore barriers to referral routes and the impact on organisations and safeguarding staff within those organisations

- *We recommend a comprehensive review of the processes, policies and thresholds for Safeguarding Partnerships including the interaction between them.*

### Experience and confidence

Most safeguarding staff have a high level of experience across the full range of safeguarding concerns, most also have experience of making external referrals.

The role of Designated Safeguarding Lead is defined in Appendix B of 'Keeping Children Safe in Education' (KCSIE) as having ultimate lead responsibility for safeguarding and child protection (including online safety), having appropriate status and authority within the provider. It should perhaps be seen as a 'protected' role, given the status of 'Position of Trust'.

Most Safeguarding leads feel that their role is fit for purpose and that they are recognised and valued in their organisation and respected by their organisation's statutory partners. Safeguarding Leads are confident about their ability to recognise, share and celebrate good safeguarding practice and their legal responsibilities and duties but are less confident about their involvement in strategic development and inter-agency liaison.

- *We recommend the development of the DSL role as a career pathway with training and*

*recruitment practices supportive of a workforce which reflects learner diversity.*

## **Training and qualifications**

Deputy designated safeguarding leads should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies,

Two thirds of staff surveyed have accredited qualifications in some aspects of safeguarding practice. These include a wide range of qualifications and certificated programmes with the majority being at level 3. It is interesting to note that Deputy Safeguarding leads are most likely to have a safeguarding qualification.

Safeguarding staff engage with a wide range of organisations providing support, training and information. Safeguarding leads clearly feel that they need more resources to support safeguarding and they would welcome the opportunity to access recognised kitemarked accredited qualifications and training. Many also feel less confident about strategic development and interagency liaison and would benefit from more training and networking.

- *We recommend that there should be a comprehensive audit of workforce training needs across the sector.*
- *We recommend that there should be a clear recognised qualification, training and development framework and occupational standards for safeguarding staff, including the skills required for strategic and interagency working.*
- *We recommend that there should be more support for networking of safeguarding staff at regional and national levels.*

## **Safeguarding concerns and trends**

Post-16 learners are presenting with a range of safeguarding concerns, of which the most cited were health, safety & welfare, mental health, bullying or harassment, self-neglect, risky personal behaviours and discrimination. There is an increasing prevalence of health, safety and welfare concerns, cases of cyber abuse and online harm as well as relationship and domestic violence, all of which may be interconnected and related to the Covid-19 pandemic and resulting lockdowns. It is interesting to note that the prevalence of extremism/radicalisation concerns was reported as increasing the most in the North East region and least in the West Midlands region.

- *We recommend that further research be undertaken into trends in safeguarding concerns, both regionally and nationally.*

## **Support needs**

'Keeping Children Safe in Education' requires that Designated Safeguarding Leads be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, 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 young people (Appendix B).

Safeguarding staff feel they have a high level of support for their training and development needs through their line managers via appraisal or professional development reviews and regular supervision\* about cases and concerns. Around half of all safeguarding staff would welcome regular external supervision, formal mentoring or coaching, informal networking or practice sharing with other safeguarding leads.

- *We recommend that all safeguarding staff should be entitled to appropriate regular clinical supervision.*

[‘Supervision’ was not defined in the survey, so it is not always clear whether respondent’s are referring to clinical, pastoral or supervisory forms of ‘supervision’. Clinical supervision can be defined as confidential external professional support for practitioners to self-evaluate and manage the emotional impact of their safeguarding work.]

Safeguarding staff overall are confident in their ability to maintain high educational aspirations for learners and their ability to create a culture of respect and dignity for learners and take account of their wishes and feelings. A majority are confident about their processes, procedures and responsibilities and those of other agencies and their understanding of the equality, diversity and inclusion implications of their work, including their understanding of the Prevent duty and the provision of advice and support on protecting people from the risk of radicalisation.

Safeguarding staff are less confident about partnership working with employers, relating to the safeguarding of apprentices and students/trainees on work placements.

- *We recommend that there should be national guidance for education providers on safeguarding relating to students, trainees and apprentices working on employers’ premises.*

Many highlighted the challenges of data transfer and sharing between providers and other agencies and cited the different approaches taken by different agencies. Many also highlighted the difference between supporting young people and supporting adults as well as the cultural, gender and SEND dimensions of safeguarding work.

- *We recommend that there should be a clear statutory requirement to pass on safeguarding information in a timely way when young people change provider.*
- *We recommend that support, guidance and training for safeguarding staff be sensitive to the age-specific, cultural, gender and SEND dimensions of safeguarding work.*

## **Views and suggestions about sector needs**

There is strong support for more secure funding for safeguarding activity, a common set of safeguarding standards, more targeted funding, more training and development on safeguarding,

- *We recommend that all providers should receive a dedicated allocation of needs-based funding to support their safeguarding work.*

Over half of safeguarding staff welcome the idea of a national body to promote and support good safeguarding practice and the importance of safeguarding generally.

- *We recommend the establishment of such a national body.*



- *We recommend that ETF and the college, training provider and adult and community learning sectors should continue working together to support safeguarding staff and the development of strong safeguarding cultures in all providers.*

## Summary of recommendations

- **A comprehensive review of the role of the DSL.**
- **A review of KCSIE and more specific guidance around safeguarding in post 16 settings.**
- **A comprehensive review of the processes, policies and thresholds for Safeguarding Partnerships including the interaction between them.**
- **The development of the DSL role as a career pathway with recruitment practices supportive of attracting a more diverse workforce.**
- **A comprehensive audit of workforce training needs across the sector.**
- **A clear recognised qualification, training and development framework and occupational standards for safeguarding staff, including the skills required for strategic and interagency working.**
- **More support and networking for safeguarding staff at regional and national levels.**
- **Further research into recent trends in reported safeguarding concerns, both regionally and nationally.**
- **All safeguarding staff should be entitled to appropriate regular clinical supervision.\***
- **National guidance for education providers on safeguarding relating to students, trainees and apprentices working on employers' premises.**
- **A clear statutory requirement to pass on safeguarding information in a timely way when young people change provider.**
- **We recommend that support, guidance and training for safeguarding staff be sensitive to the age-specific, cultural, gender and SEND dimensions of safeguarding work.**
- **All providers should receive a dedicated allocation of needs-based funding to support their safeguarding work.**
- **The establishment of a national body to promote and support good safeguarding practice and the importance of safeguarding generally.**
- **ETF and the college, training provider and adult and community learning sectors should continue working together to support safeguarding staff and the development of strong safeguarding cultures in all providers.**

# THE FINDINGS IN DETAIL:

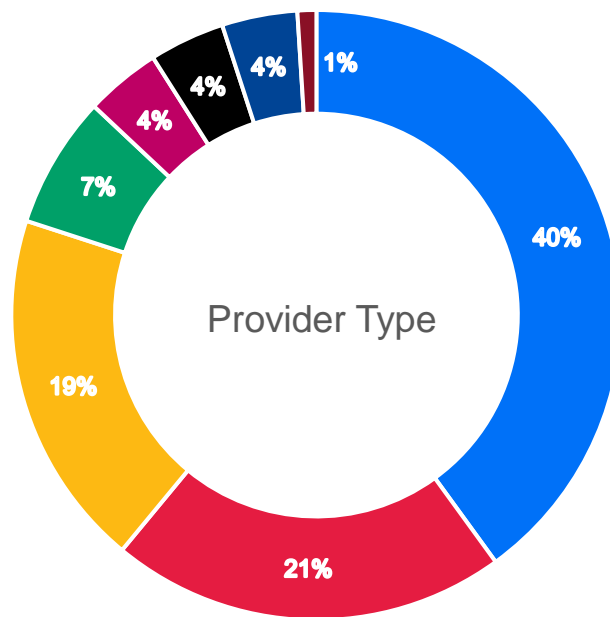
## 5. Respondents and the providers they work in

### 5.1 Provider type, provider size and region (Q3, Q4 and Q5)

264 respondents work in colleges (189 GFE, 33 Sixth Form College, 18 Specialist College, 4 SFC Academy convertor and 20 independent specialist college).

100 respondents work for training providers.

87 respondents work for Adult and Community Learning providers.



- General further education college
- Training provider
- Adult and community learning provider
- Sixth form college
- Specialist college (land-based, art and design, specialist designated/institutes of adult learning)
- Independent specialist college (NATSPEC)
- Other
- Academy (Sixth form college conversions)

Providers in all regions are well represented, ranging from 62 in the South West to 30 in the North East.

Providers of different sizes are well represented with full time 16-18 numbers ranging from 0 to 3,800 and full time 19+ numbers ranging from 0 to 11,300.

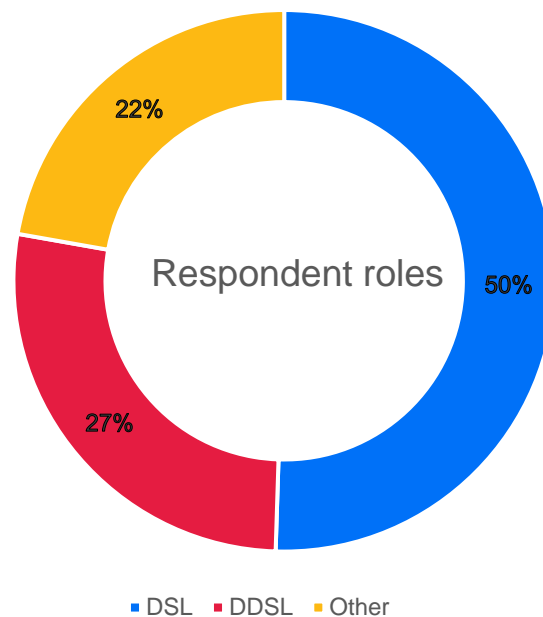
13 providers have residential 16-18 learners, ranging from 3 to 3,291 and 21 have residential 19+ learners, ranging from 4 to 5,776.

17 providers have international 16-18 learners ranging from 1 to 750 and 20 providers have international 19+ learners, ranging 1 from to 942.

## 6. Roles and responsibilities

### 6.1 Roles (Q6)

236 respondents are DSLs, 129 are DDSLs and 132 have some responsibility for safeguarding.



9 respondents are governors, trustees, directors or council members and 2 are volunteers with safeguarding responsibilities.

### 6.2 Management of staff

33% of respondents line manage other staff with safeguarding responsibilities ranging from 1 to 120 staff.

### 6.3 Specific responsibilities (Q9)

38% of respondents have safeguarding responsibilities within their job description, 31% are responsible for training and developing other staff in safeguarding and other related areas, and 18% are responsible for resource allocation (budgets, staff, accommodation).

### 6.4 Reporting lines

15% of respondents report directly to the principal or chief executive. 11% report directly to governing body or advisory group.

## Safeguarding Role



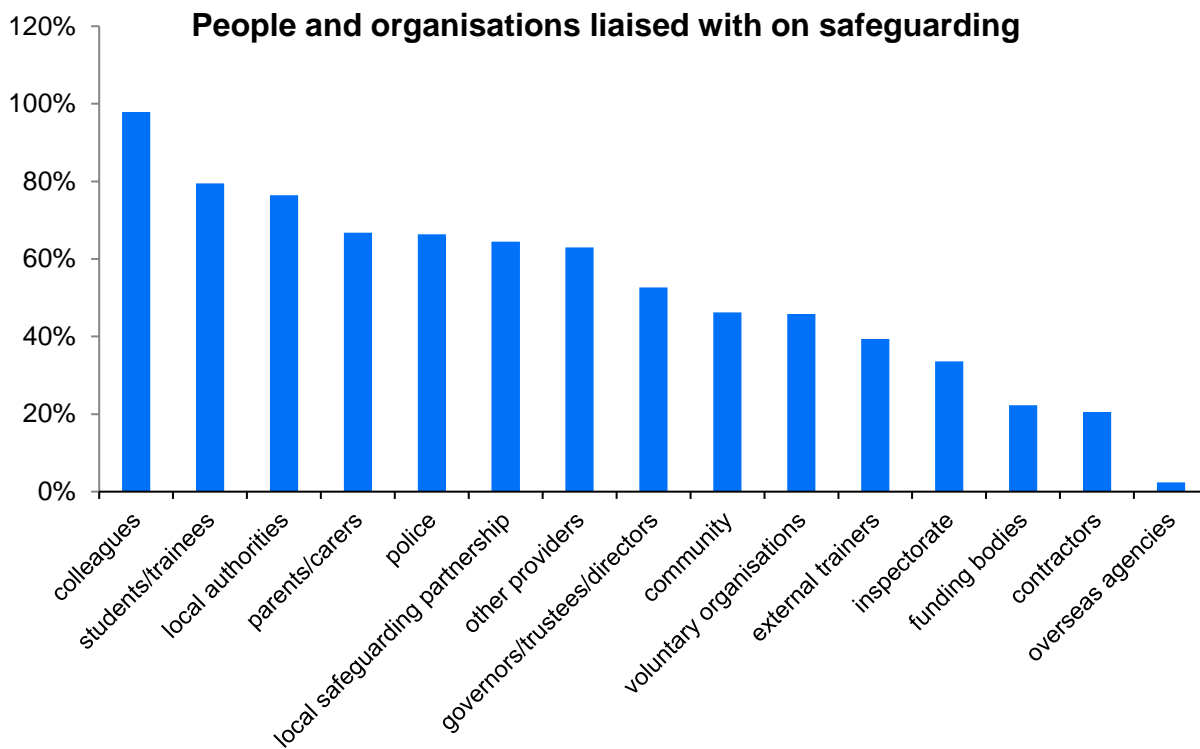
Respondents have responsibility for: referrals (81%), reports (72%), staff development (72%), input into other relevant policies and procedures (71%), developing and reviewing procedures (71%), policy development and policy review (66%), data monitoring and analysis (63%), case meetings (59%), safeguarding curriculum development (54%), organisational strategy (54%).

### 6.5 Hours worked on safeguarding and type of safeguarding activity (Q7)

Average weekly hours spent on safeguarding work range from <1h-60h, of which: case management (<1h-37h), referrals and liaison (<1h-28h), supporting staff (<1h-20h), programme design and/or delivery (<1h-20h), policy (<1h-10h), own training and development (<1h-5h).

### 6.6 Groups of people and organisations liaised with on safeguarding (Q8).

People and organisations most mentioned: colleagues (98%), students/trainees (79%), local authorities (76%), parents/carers (66%), police (66%), local safeguarding partnership (65%), other providers (63%), governors/trustees/directors (53%), community (46%) and voluntary organisations (46%).



## 6.7 Partnership groups attended (Q10)

A local safeguarding board or partnership (45%), a Prevent partnership (43%).

## 7. Experience

### 7.1 Experience of making referrals, supporting care-experienced learners, Serious Case Reviews and monitoring safeguarding referrals by protected characteristics / SEND (Q11, Q12, Q15 and Q16)

80% of respondents have experience of making referrals to child protection services, mental health services, adult safeguarding services, Channel panels or other agencies.

71% of respondents have direct experience of supporting care-experienced students and trainees/ students or trainees with SEND/with EHCPs with safeguarding concerns.

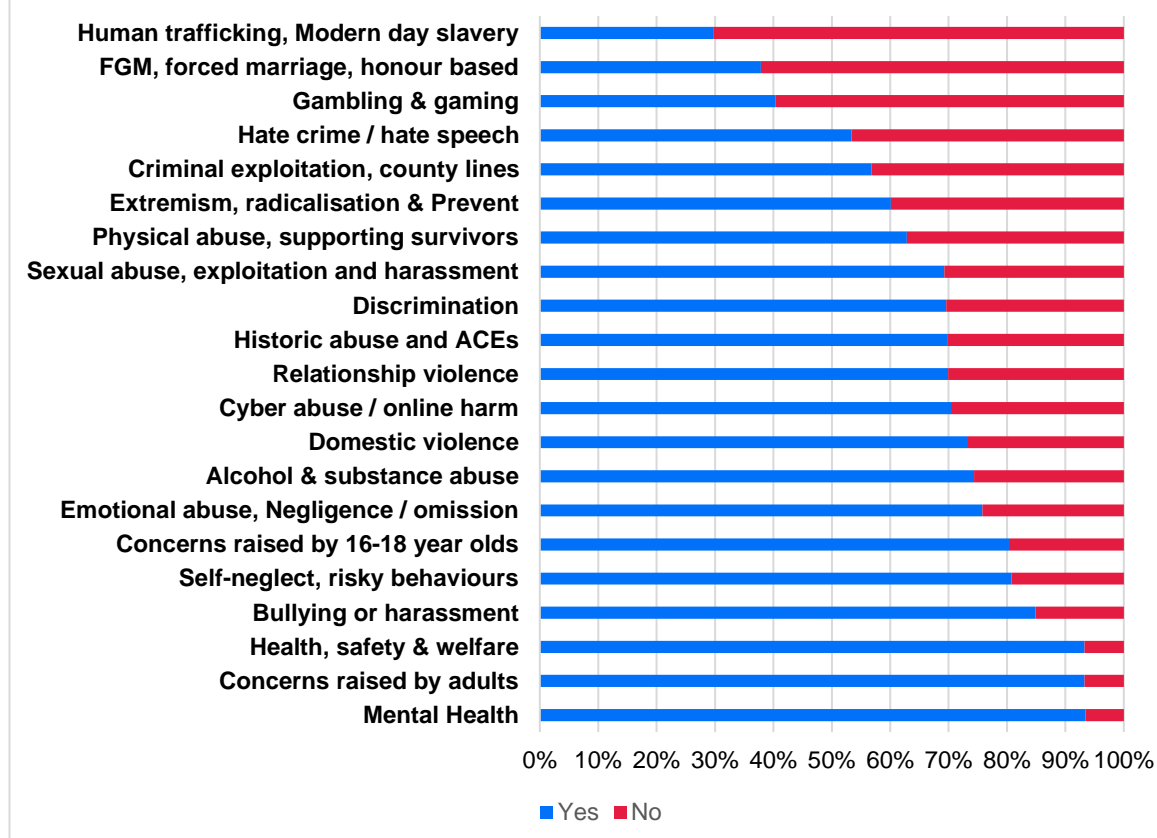
59% of respondents have experience of monitoring safeguarding referrals by protected characteristics/SEND.

34% of respondents have experience of Serious Case Reviews.

### 7.2 Direct experience of supporting students/trainees/apprentices with specific concerns by age and by type of concern (Q13)

80% of respondents have direct experience of concerns relating to 16-18-year olds and 93% of respondents have direct experience of concerns raised by adults.

## Direct experience of supporting learners with specific concerns



**Most mentioned concerns:** health, safety & welfare (93%), mental health (93%), bullying or harassment (85%), self-neglect, risky personal behaviours (81%), discrimination (79%), emotional abuse, negligent treatment/acts of omission (76%), alcohol abuse, substance abuse and addiction (74%), domestic violence, including peer to peer (73%), cyber abuse/online harm, data theft and breaches of GDPR (71%), non-recent or historic abuse, adverse childhood experiences (70%), relationship violence (70%), sexual abuse and exploitation, sexual harassment (69%), physical abuse, supporting survivors (63%), extremism, radicalisation & Prevent (60%), criminal exploitation, gang involvement, county lines (57%), hate crime/hate speech (53%).

**Also mentioned:** gambling & gaming (40%), female genital mutilation, forced marriage, honour based violence (38%), human trafficking, modern day slavery (30%).

### 7.3 Other aspects of direct experience of dealing with safeguarding disclosures and allegations (Q17)

In providing additional details of their experience, respondents mentioned: making referrals to LADOs (7), dealing with allegations against staff (7), liaising with the police, including out of hours (4), dealing with suicide/attempted suicide/suicide ideation (6), dealing with housing issues, including for people with no recourse to public funds (3), Safer staff recruitment (2), Channel panel referrals (2).

Respondents also referred to their relevant experience in previous roles: Early Years Inspectorate, Family resilience, Mental Health services, Mentoring in schools, Military Welfare Officer, NHS,

## Supported Housing.

Other experience mentioned, once each: dealing with anxiety, community impacts, contextual safeguarding, cross-local authority investigations, domestic violence, domestic homicide, educating employers about safeguarding, food banks, incest, mental health emergency referrals, personal/family experience, missing people/children, murder, secondary trauma, staff supervisions, sudden death, weapons, workplace stress, inconsistency of approach between different agencies. And children/adults, thresholds for intervention.

Some comments from respondents:

*“Seeing a huge increase in safeguarding relating to mental ill health.” (ACL provider)*

*“(There is a) lack of joined up working with agencies - education often left out, mental health (services) needs to work with education.” (FE College)*

*“Young people from out of area who were then not picked up by the LA here and this often led to missing information which increased risk to the young person.” (Training provider DSL)*

*“For many concerns the disclosure and process are harrowing for staff and DSO's there is little or no capacity for supervision, so it tends to land with DSL, who has no supervision.” (ACL provider DSL)*

*“As an independent training provider, it is often incredibly difficult to gain the information we need from other agencies.” (Training provider DSL)*

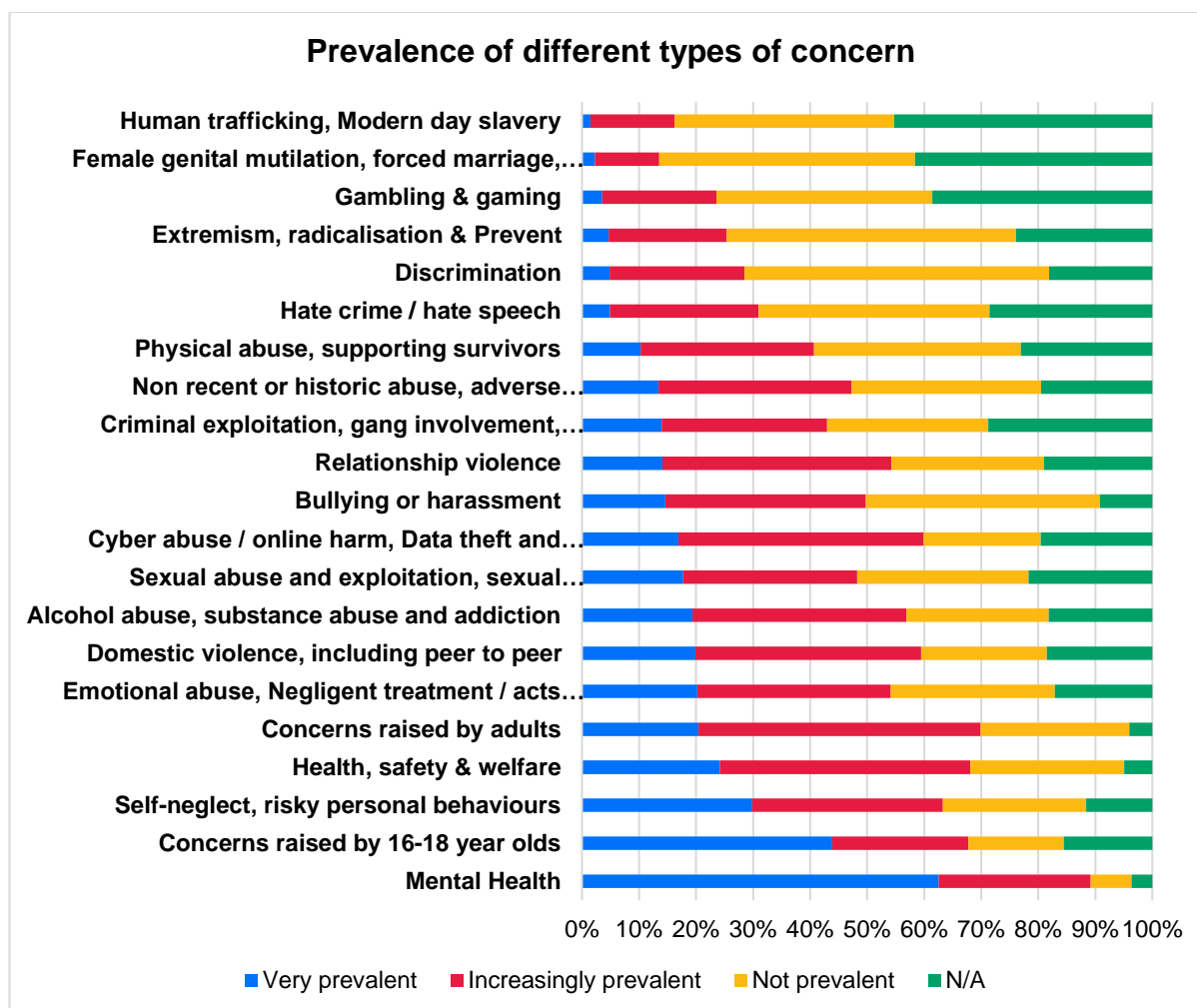
*“Educating employers about safeguarding and code of conduct for 16 to 18 year olds. In all cases actual referrals were dealt with by the workplace - either referred to safeguarding authorities by them or actions put in place to address lower-level concerns.” (Training provider DSL)*

*“Secondary trauma is very real and colleges (need to understand) the signs and impacts on front-line staff, but as a whole college lead you are taking in the worst of what your whole safeguarding team are dealing with. That shouldn't be underestimated in terms of impact.” (FE College DSL)*

*“The amount of time and effort dedicated to working with many external agencies and how this matches the internal focus.” (FE College DSL)*

## 8. Safeguarding concerns and trends

### 8.1 Current prevalence of concerns by type of concern (Q14)



**Most prevalent concerns:** mental health (63%), self-neglect, risky personal behaviours (30%), health, safety & welfare (24%), emotional abuse, negligent treatment / acts of omission (20%), domestic violence, including peer to peer (20%), alcohol abuse, substance abuse and addiction (19%), sexual abuse and exploitation, sexual harassment (18%), cyber abuse / online harm, data theft and breaches of GDPR, 17%, bullying or harassment (15%), criminal exploitation, gang involvement, county lines (14%), relationship violence (14%), non-recent or historic abuse, adverse childhood experiences (13%), physical abuse, supporting survivors (10%), discrimination (5%), hate crime / hate speech (5%), extremism, radicalisation & Prevent (5%), gambling & gaming (4%), female genital mutilation, forced marriage, honour based violence (2%), human trafficking, modern day slavery (2%).

**Increasingly prevalent concerns:** health, safety & welfare (44%), cyber abuse / online harm, data theft and breaches of GDPR (43%), relationship violence (40%), domestic violence, including peer to peer (40%), alcohol abuse, substance abuse and addiction (38%), bullying or harassment (35%), non-recent or historic abuse, adverse childhood experiences (34%), emotional abuse, negligent treatment / acts of omission (34%), self-neglect, risky personal behaviours (33%), sexual abuse and exploitation, sexual harassment (31%), physical abuse, supporting survivors (30%), criminal exploitation, gang involvement, county lines (29%), mental Health (27%), hate crime / hate speech (26%), discrimination (24%), extremism, radicalisation & Prevent (21% - see table below for regional variations), gambling and gaming (20%), human trafficking, modern day slavery (15%), female genital mutilation, forced marriage, honour based violence (11%).



When responses were compared for different provider types, mental health concerns were the most cited by all provider types. The prevalence of all concerns was generally much higher in colleges than in other providers. The other very prevalent issues included health safety and welfare, self-neglect and risky personal behaviours.

**The increasing prevalence of extremism / radicalisation concerns was broken down by region and this shows a wide variation in the degree of increased prevalence**

Region	Reporting Increased Prevalence
North East	32%
Eastern Region	28%
South West	25%
East Midlands	22%
North West	22%
South East	20%
Yorks & Humber	18%
London	16%
West Midlands	15%

Respondents also added comments on the prevalence of: domestic abuse and relationship violence (5), mental health issues (4), sexual abuse, assault and rape (3), homelessness (3), suicide and suicidal thoughts (3), online risks, including financial exploitation and sharing indecent images (3), violent or criminal activity and gang affiliation (3), alcohol and drug abuse, loneliness, self-harm, peer to peer abuse and the impact of the pandemic and lockdown.

Some comments from respondents:

*"Prior to the pandemic we saw a large rise in relationship violence and sexual harassment linked to sharing indecent images. Alongside students been exploited financially online since the pandemic we have seen a sharp rise in mental health issues (and) gang affiliation and criminal activity..."*  
(Sixth Form College DSL)

*"There has been a significant increase in disclosures around loneliness, suicide and suicidal thoughts."* (Training provider DSL)

*"A number of our students have attempted suicide and this number has increased in the last year."*  
(Sixth Form College DSL)

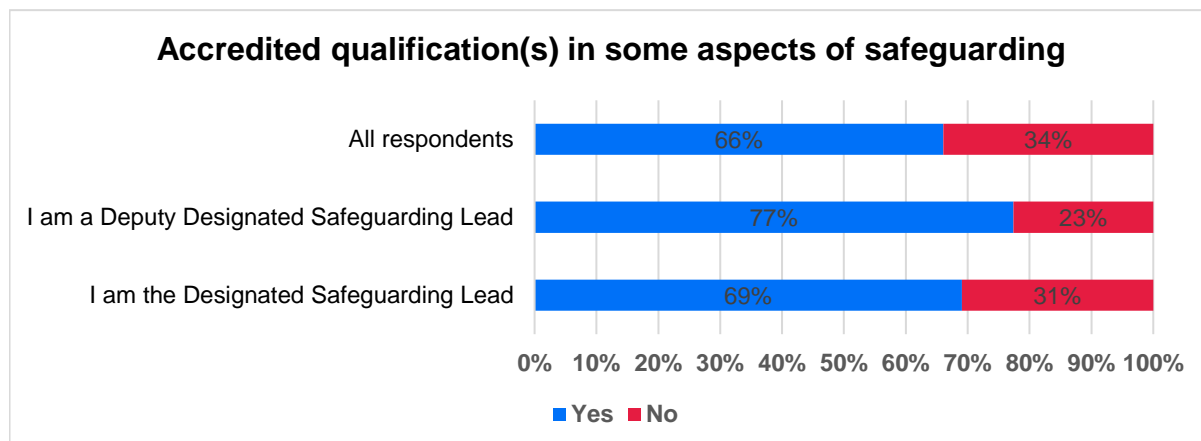
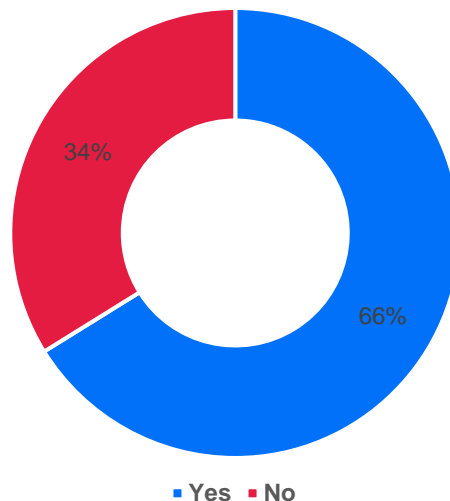
*"Through family breakdowns during lockdown, we have a significant increase in homeless young people who have left or been ejected from their family home and are living in sheds or sofa-surfing."*  
(Training provider DSL)

## 9. Training , qualifications and networking

### 9.1 Accredited qualification(s) in some aspects of safeguarding practice. (Q18)

66% of respondents have accredited qualifications in some aspects of safeguarding practice. The proportion is higher for DDSLs at 77%. The proportion of staff with an accredited qualification in safeguarding was much higher in training providers (73%) and colleges (71%) than in adult and community learning providers (49%).

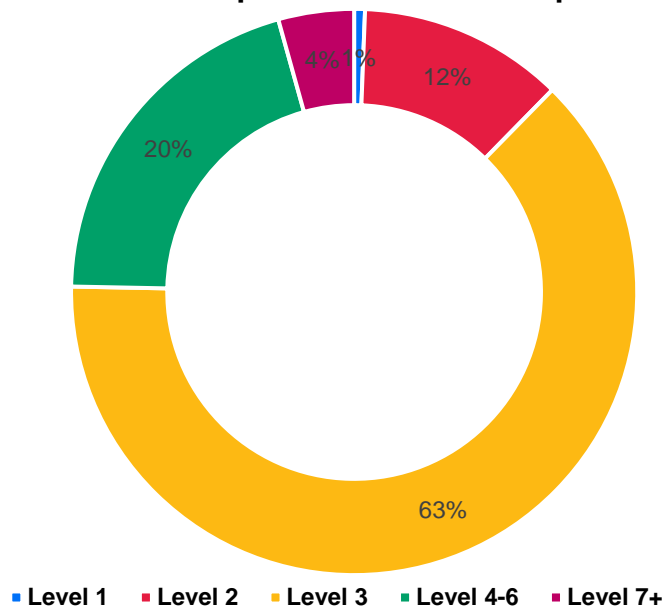
#### Do you have accredited qualification(s) in some aspects of safeguarding practice?



### 9.2 List of qualifications mentioned. (Q18)

These included relevant qualifications at Masters/Postgraduate diploma level (7), degree level and levels 4 and 5 (33), level 3 (102), level 2 (19) and level 1 (1).

### Level of qualification - of 162 qualified



Qualifications also mentioned: Mental Health First Aid (17), Counselling Diploma (2) and SEND Diploma (1).

113 respondents mentioned certificated and uncertificated training and updating, generally in safeguarding, child protection and the DSL role. Also mentioned: Safer recruitment (7), Child Sexual/Criminal Exploitation (5), Suicide prevention (3), Female Genital Mutilation (2), Forced marriage (2), Adverse Childhood Experiences (2).

The following were mentioned once each: Disability equality, Young carers, Child abuse and neglect, Domestic abuse, Mental Capacity, Gender Identity.

Some respondents volunteered that they were accredited trainers in: Safeguarding (5), Prevent / WRAP (4), County Lines (1) and Difficult Conversations (1).

### 9.3 Membership of, or engagement with, various networks and organisations. (Q19)

**Most mentioned:** ETF (44%), AoC (40%), NAMSS (27%), HOLEX (18%), AELP (16%), Natspec (9%), SFCA (6%), Others (12%).

**ETF** mentioned by 67% of Adult and Community Learning providers (ACL), 54% of Independent Training providers (ITPs), 38% of General Further Education colleges (GFEs), 30% of Independent Specialist providers, 25% of Independent Specialist Colleges, 16% of Sixth form Colleges (SFCs).

**AoC** mentioned by 62% of GFEs, 63% of Specialist Colleges, 59% of SFCs.

**NAMSS** mentioned by 59% of SFCs, 49% of GFEs, 50% of Specialist Colleges.

**HOLEX** mentioned by 84% of ACL providers.

**AELP** mentioned by 45% of ITPs.

**Natspec** mentioned by 90% of Independent Specialist Colleges.

**SFCA** mentioned by 56% of SFCs.

Other organisations mentioned included: Local Authorities or Local Authority networks (26), NSPCC (16), Regional Prevent Co-ordinators (7), National Association for Designated Safeguarding Leads – NADSL (4), CEOP (2), Home Office (2), Department for Education (2), Leaders in Safeguarding (2), MIND (2), NHS (2), Safe and Equal Learning Partnership (2), SCIE (2), Social Work England (2).

The following were mentioned once each: ASCL, Babcock, Barnardo's the key, EMFEC, foundationonline, Leaders in Safeguarding, Optimus, Skills and Education Group, Solvendis, PDAG, Safeguarding Pro/Safeguarding Schools.

## 10. Confidence levels and support needs

**DSLs only:**

### 10.1 Level of confidence with 15 different aspects of the role (Q20)

**Highest levels of confidence:** Ability to recognise, share and celebrate good safeguarding practice (62%), Our legal responsibilities and duties (58%), How to provide support, advice and expertise for staff (56%), How to work with others on matters of safety and safeguarding (50%),

**Lowest levels of confidence:** Involvement in strategic development and inter-agency liaison, including with the Local Authority Designated Officer (26%)

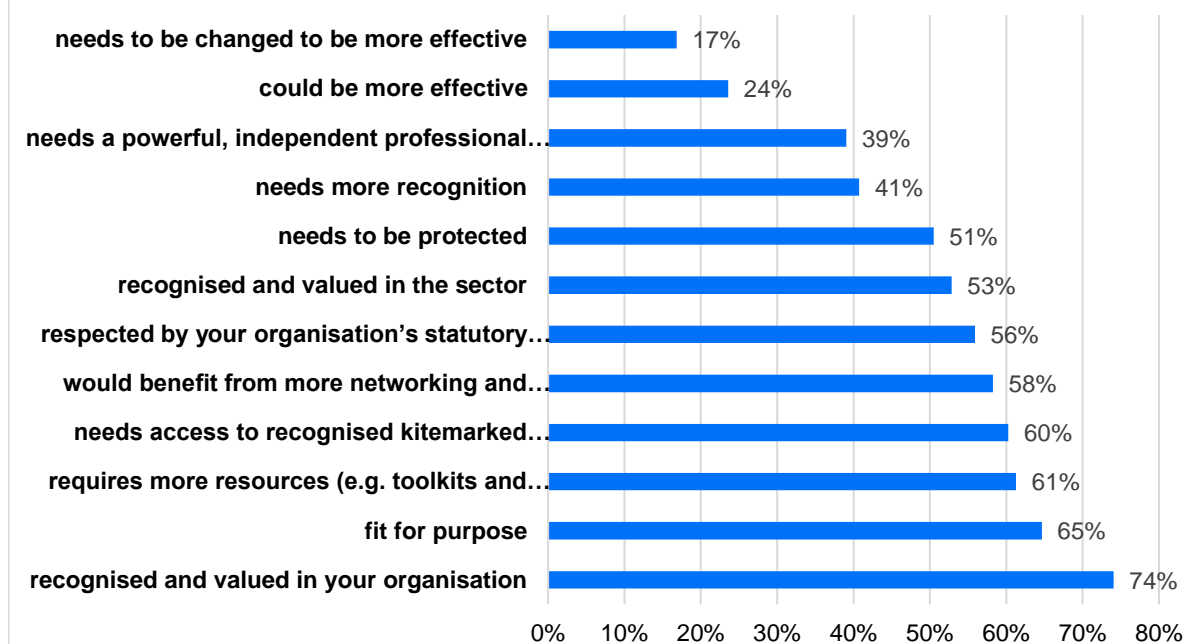
**DSLs only:**

### 10.2 Views about the Designated Safeguarding Lead role (Q23)

DSLs feel that the role is: recognised and valued in their organisation (74%), fit for purpose (65%), requires more resources (e.g. toolkits and guides) to support safeguarding (61%), needs access to recognised kitemarked accredited qualifications (60%), would benefit from more networking and training events (58%), respected by their organisation's statutory partners (56%), recognised and valued in the sector (53%)

24% of respondents felt that the DSL role could be more effective.

## Views on the Designated Safeguarding Lead role



Additional comments and suggestions included: the need for more time (17), a greater recognition of the role – internally and externally (13), more recognised training and qualifications (12), the role to be fully dedicated to safeguarding (8), resources to be ringfenced (3), more networking (5), better data sharing and transfer between providers (2), a local safeguarding inspectorate (2).

A number of responses referred to ethos, including the need to promote the rights and independence of learners and the need to promote an organisation-wide safeguarding and Prevent ethos.

Also mentioned were: the importance of the DDSL role, the need for more specific training (for example around non-vulnerable adults), reduced administrative burdens / 'red tape' and a national information resource.

Some comments from respondents:

*"Being a DSL is a full-time role in itself and needs to be recognised as a significant role."* (FE College Deputy DSL)

*"The role needs more recognition of the importance it has and plays within an organisation and within statutory commitments."* (Training provider DSL)

*"There is huge and increasing responsibility and pressure and, in my own experience, often feels like an isolated role in the organisation."* (FE College DSL)

*"The role is important, but its success is intrinsically linked to the college's support infrastructure and how its safeguarding and prevent ethos permeates all levels of staff and students across the organisation."* (FE College DSL)

*"More support and resources for 19+ / adult safeguarding, as the majority is aimed at school / college age and is generally not suitable for the adult students."* (Training

provider DSL)

*“This role could not function without the support and hard work of my deputy DSL who deals with 95% of all Safeguarding concerns and issues. The joint nature of our approach allows this to work.” (FE College DSL)*

*“There needs to be more appreciation and support from external agencies of the work (we) do in order to protect young people - we are often left supporting students with very little external agency support and pay for things such as counselling which really should be carried out by health or other external agencies.” (FE College DSL)*

*“The role of a DSL, especially complying with regulatory requirements, is huge and difficult for one individual to achieve. For me, it's (more time and staff) resource which would make the role more effective.” (Training provider DSL)*

*“The DSL role must have more recognition and value, it is an integral part of every organisation, and although 'safeguarding is everyone's responsibility' actually getting staff to remember and accept that concept is very challenging without whole organisation's respect for the role. If you have not been a DSL it is hard to understand the pressure, so mentoring and networking to support each other is key.” (FE College DSL)*

*“Time to be more proactive with resources/education. Time to network and share good practice.” (FE College Deputy DSL)*

*“A different type of training - needs to have more about leadership within the organisation.” (FE College DSL)*

*“I love my job, but I have had to learn the role along the way. The L4 designated safeguarding lead qualification I attended was more aimed at schools and so didn't give me the knowledge I needed to deal with the welfare issues I seem to spend the majority of my time working with. I have built up my knowledge through experience and working with external agencies including local authorities, police etc. My role is strongly recognised ... but I'm not sure this is the case everywhere and I genuinely believe this is down to ITPs not having the same recognition as schools and colleges.” (Training provider DSL)*

*“Standardised processes used by all local authorities in the UK - working across several, all with different ways of working, creates unnecessary workload and can delay support getting to our most vulnerable students.” (FE College Deputy DSL)*

*“... the difficulties and complexities of working across several local authorities, police forces, virtual schools, CCGs and mental health systems takes away a lot of (our) ability to deliver the upstream work that supports safeguarding. Keeping on top of staff training, development of policy, and the pro-active work around citizenship and personal safety that would add value to programmes of study is extremely challenging in the face of ... complex admissions issues and compliance concerns that create a fire-fighting ethos. Changes to this would significantly increase effectiveness. We keep people safe without doubt, and meet our statutory duties, but I no longer have the opportunity to really do what my role should and could do ... All this combined makes for effective case work and referral, but ineffective early intervention and upstream educational/pastoral input.” (FE College DSL)*

## All respondents:

### 10.3 Level of confidence with 15 different aspects of the role. (Q21)

Safeguarding staff had the highest levels of confidence with: their ability to maintain a culture of high educational aspirations for all students/trainees (64%), My ability to create a culture of respect and dignity for students and to communicate appropriately with students/trainees/apprentices and take account their wishes and feelings (63%), My role, our processes, procedures and responsibilities and those of other agencies (61%), My understanding of the equality, diversity and inclusion implications of our safeguarding work (59%), My ability to contribute to the assessment of people at risk, to keep detailed, accurate and secure written records of concerns and referrals (58.%), My understanding of our responsibilities with regards to the Prevent duty and the provision of advice and support on protecting people from the risk of radicalisation (57%).

Safeguarding staff had lower levels of confidence with understanding of partnership working with employers relating to the safeguarding of apprentices and students/trainees on work placements and the need to ensure concerns are raised swiftly (37%).

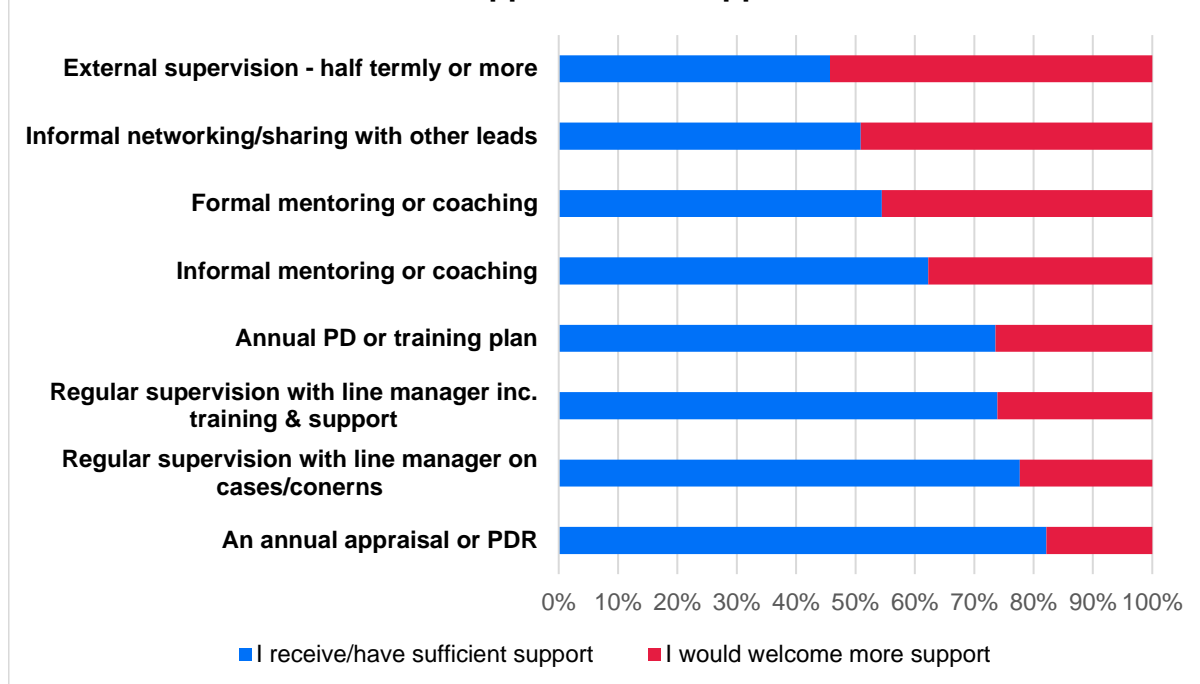
When responses from different provider types are compared, reported levels of confidence in all areas are generally higher among safeguarding staff in colleges than in other providers, notably in terms of their role, responsibilities and procedures, their ability to work with young people who have a social worker, their ability to contribute to assessment, their ability to create a culture of respect and high aspirations and their understanding of the Equality, Diversity and Inclusion implications of their work. This may be related to the size of the provider and the proportion of safeguarding staff who can be fully dedicated to safeguarding work.

### 10.4 Level of support and need for support of 8 different types. (Q22)

Safeguarding staff felt they had sufficient support with an annual appraisal or professional development review (82%), regular supervision with my line manager about specific cases and concerns (78%), regular supervision with my line manager including my training and support needs, workload and resources (74%), an annual professional development or training plan (74%).

Safeguarding staff needed more support with regular (at least half termly) external supervision (46%), formal mentoring or coaching (54%), informal networking or practice sharing with other safeguarding leads (51%).

## Sufficient support / more support needed



Additional comments highlighted the need for more external support (4) including out of hours, more training and networking, updating and sharing of good practice (3), the pressure and lack of time, the loneliness and heavy weight of responsibility of safeguarding lead roles (2) and the need for a body to regulate and support DSLs (1).

Some comments from respondents:

*“There is no support out of office hours, yet we have education delivery taking place in the evenings/weekends, including Sunday.” (ACL provider)*

*“It is the loneliest, least supported role ... and some days the negativity you receive ... can feel like it comes from everywhere around you and can be challenging enough without the overarching responsibility of knowing the if safeguarding fails to see something someone could be harmed.” (FE College DSL)*

*“DSL hub needed for (an area) approach - particularly to (improve) the transition of files to post 16.” (Sixth Form College DSL)*

*“Confusion (about) the role of a DSL does not help colleagues to interpret supervision.” (FE College DSL)*

*“... informal support would be great.” (ACL provider DSL)*

*“I have consistently campaigned for supervision for DSL's with external supervisors however this still seems to be lacking in the sector.” (Sixth Form College DSL)*

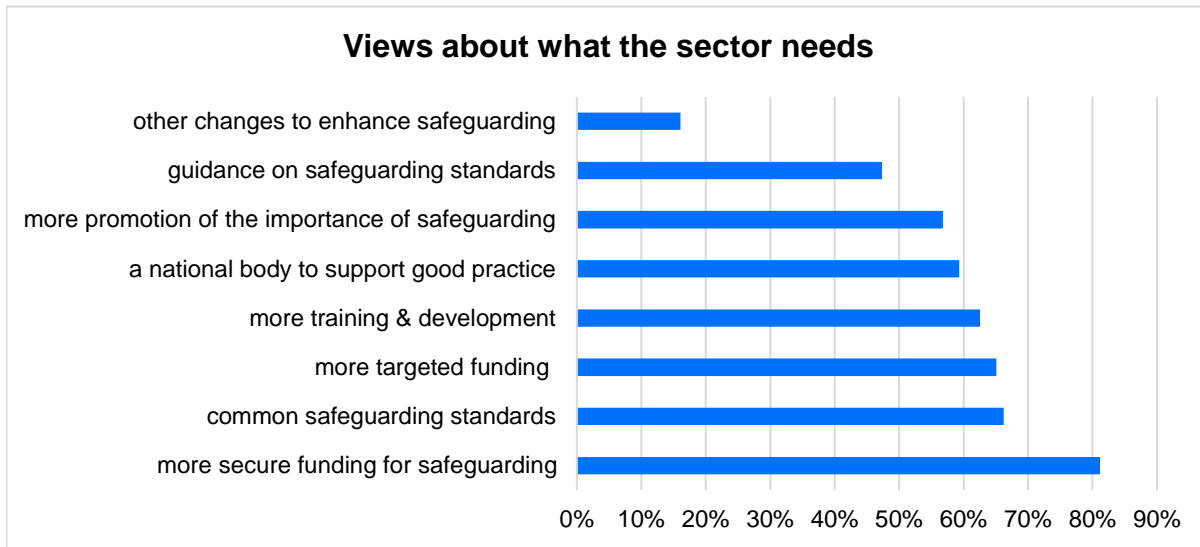
*“Our learner demographic is mainly 19+ and learners are not usually classed as 'vulnerable' though do often have vulnerabilities. This often leaves us feeling that we fall into a very grey area where it comes to safeguarding. We find particularly find (it) a challenge to evidence that (DBS) checks are necessary.” (Training provider DSL)*



## 11. Views and suggestions about sector needs

### Views about what the sector needs and suggestions about potential safeguarding standards and other changes to enhance safeguarding. (Q24)

**Most supported views:** more secure funding for safeguarding activity (81%), a common set of safeguarding standards (66%), more targeted funding to support specific initiatives/capacity-building (65%), more training and development on safeguarding (63%), a national body to promote and support safeguarding practice (59%), more promotion of the importance of safeguarding (57%).



Additional suggestions about standards included: the need for clear, common standards, including for apprentices, employers, adult and community learning and 16–18-year-olds.

Other needs mentioned: More time and resources for safeguarding (9), more training and specific recognised qualifications (9), better data sharing between providers using a common system (5). Individual respondents also suggested: attaching designated social workers to post-16 providers and safeguarding inspections.

Some comments from respondents:

*“We need more awareness of the importance of safeguarding and more resources to support those working within it.” (ACL provider)*

*“Clarity (about) the expectations for education and health and which service provides what, (too often) we have been asked by mental health services to provide counselling and mental health support with already overstretched budgets.” (FE College DSL)*

*“More support and resources for 19+ / adult safeguarding as the majority is aimed at school / college age and is generally not suitable for the adult students.” (Training provider DSL)*

*“I believe Adult Education is unique due to the part time nature of course attendance, the fact that learners often pay for their courses and the wide range of social, economic and*

*cultural backgrounds that come into interaction in an adult community learning environment. This presents its own unique safeguarding challenges and what applies to primary, secondary or FE schools may not be fit for purpose sometimes.” (ACL provider Deputy DSL)*

*“There is a grey area for 18-24 year olds which is where the majority of our students sit and this makes meeting our safeguarding responsibilities challenging as technically these students are adults but with the same issues as the 16-18 age group.” (Training provider DSL)*

*“...there is a gap post 18 for vulnerable young adults who don't meet the criteria to transfer into learning disability services or adult social care. I'm not sure what the answer is ... but it can be difficult especially if there has been children's social care involvement which comes to an end at age 18.” (FE College)*

*“To educate employers of apprentices (and) safeguarding to be part of the service level agreement between training provider and employer.” (Training provider DSL)*

*“So much is inter-agency dependent, the whole network between agencies needs strengthening (not on flow charts but in reality) all service providers e.g. CAHMS are too stretched to adequately respond to demand.” (FE College DSL)*

*“There should be easier ways to collect safeguarding information from previous schools. Our students come to us from over 70 schools (in different local authority areas) and the task of contacting those schools, sending the names of the students and then checking that all schools have replied plus arranging for secure transfer of paper files is a massive job. We have to make sure that the names of enrolled students only go to the DSL at each school as this disclosure to any other staff (e.g.: careers staff) contravenes GDPR. There has to be an easier way to do this and share relevant information.” (Sixth Form College DSL)*

*“More recognition of the preventative impact of the DSL role.” (ACL provider DSL)*

## **12. Willingness to engage further**

**329** respondents (70%) are willing to be contacted by the ETF for a follow-up or to share good practice (Q26).

**413** respondents (88%) are willing for their text responses to be quoted anonymously. (Q25).

## **13. Equalities monitoring**

**365** respondents (78%) were willing to complete an equalities monitoring form. (Q27) and this was completed by **177** respondents (38% of total respondents).

The headline data will be shared by AoC as appropriate.

# APPENDIX. THE SURVEY

## What is the purpose of survey?

The Association of Colleges (AoC) has been commissioned by the ETF to undertake research on the skills and needs of post-16 staff with safeguarding responsibilities, with the aim of establishing a robust evidence base on which to build a cohesive safeguarding and welfare workforce development strategy for the Further Education and Skills sector.

## Who are we surveying?

We are surveying designated safeguarding leads (DSLs) and other staff with specific safeguarding responsibilities across the range of providers in the post-16 education and skills sector: colleges, independent training providers and adult and community learning providers.

## Can there be multiple responses per provider?

Yes, we are collecting multiple responses per provider - i.e. any/all staff (including DSLs) with safeguarding responsibilities can/should respond to the survey.

## What is the deadline?

5pm Friday 12 March 2021.

## What will we do with the survey findings?

We will publish a report summarising the findings by provider type. Providers and individuals will not be identifiable in the report.

## Data protection:

Information and data gathered about individuals during the research will be kept confidential and will only be available to the research team at AoC (the team is led by Director of Education & Skills Policy, David Corke (david.corke@aoc.co.uk)) and the ETF.

In any publications arising from the research, the findings will be presented at an aggregate level. Your permission is sought at the end of the survey to quote any of your text responses in the report. For any case studies used both the names of the providers and of those who took part will be anonymised.

This data will only be used for the purposes set out here. AoC and ETF will at all times comply with its duties and obligations under UK Law (Data Protection Act, 2018) and GDPR (2018). Participants have certain rights under this legislation.

## They can:

- withdraw their permission for data from their participation to be used, for up to one week after the data has been collected (survey) and one month (interviews)
- ask to access the information at any time

Electronic data will be held securely on SurveyMonkey, Association of Colleges and the

Education and Training Foundation IT systems. It will be password protected and encrypted. Data will be destroyed within 7 years of the completion of the project.

The Privacy policy of the ETF is available online here:

<https://www.et-foundation.co.uk/terms-of-usage/privacy-cookie-policy/>

You can contact Melissa Ruxton, the Performance Manager at the ETF with any questions about the research at: [melissa.ruxton@etfoundation.co.uk](mailto:melissa.ruxton@etfoundation.co.uk)

With many thanks for your assistance in this.

## Questions

1. Please confirm you agree to the data protection terms before continuing to the survey. (You will not be able to continue unless you tick the box) Yes, I agree

### 2. Contact details

Provider name:

Contact name:

Job title:

Email address:

### 3. Provider type:

- General further education college
- Sixth form college
- Specialist college (land-based, art & design, specialist designated / institutes of adult learning)
- Academy (Sixth form college conversions)
- Independent specialist college (NATSPEC)
- Training provider
- Adult and community learning provider
- Other

If 'Other', please specify:

### 4. Main region of provider:

- Eastern region
- East Midlands
- London
- North East
- North West

- South East
- South West
- West Midlands
- Yorkshire and the Humber
- Other

If 'Other', please specify:

**5.** This question is only applicable to Designated Safeguarding Leads: (Please skip to next question if not applicable to you)

Approximate number of students/trainees/apprentices at your organisation in the 2020/21 academic year

- Number of 16-18 full-time students/trainees/apprentices
- Number of 16-18 part-time students/trainees/apprentices
- Number of 16-18 residential students/trainees/apprentices
- Number of 16-18 international students/trainees/apprentices
- Number of 19+ full-time students/trainees/apprentices
- Number of 19+ part-time students/trainees/apprentices
- Number of 19+ residential students/trainees/apprentices
- Number of 19+ international students/trainees/apprentices

**6.** What is your safeguarding role? (Please tick all that apply)

- I am the Designated Safeguarding Lead
- I am a Deputy Designated Safeguarding Lead
- I have some responsibility for safeguarding within my provider
- I am a governor, trustee, non-executive director or council member with a safeguarding brief
- I am a volunteer with specific safeguarding responsibilities
- My job description references my safeguarding responsibilities
- I report directly to our Governing Body and or Advisory Group
- I report directly to the Chief Executive / Principal
- I report to another manager
- I have line management responsibility for staff with safeguarding responsibilities
- I am responsible for the training and development of other staff with safeguarding responsibilities
- I am responsible for resource allocation: budgets, staff, accommodation

If you indicated you have 'line management responsibility for staff with safeguarding responsibilities', please specify number of staff managed:

**7.** Roughly how many hours per week on average do you spend on safeguarding work?

Total hours per week spent on safeguarding work

- of which, case management

- of which, referrals and liaison
- of which, supporting staff
- of which, programme design and/or delivery
- of which, policy
- of which, my training and development

**8.** Please indicate which groups of people and organisations you liaise with in your safeguarding role: **(Please tick all that apply)**

- colleagues
- other providers
- local authorities
- local safeguarding partnership
- students/trainees
- parents/carers
- governors/trustees/directors
- inspectorate
- voluntary organisations
- funding bodies
- community
- police
- contractors
- external trainers
- overseas agencies

**9.** In terms of safeguarding, welfare, mental health and Prevent, which of the following are you responsible for: (Please tick all that apply)

- referrals
- reports
- case meetings
- data monitoring and analysis
- staff development
- safeguarding curriculum development
- policy development and policy review
- organisational strategy
- input into other relevant policies and procedures
- developing and reviewing procedures

**10.** Which of the following do you attend? (Please tick all that apply)

- a local safeguarding board or partnership
- a Prevent partnership
- None of the above

**11.** Do you have experience of making referrals to child protection services, mental health services, adult safeguarding services, Channel panels or other agencies? Yes/No

**12.** Do you have direct experience of supporting care-experienced students and trainees/ students or trainees with SEND / with EHCPs with safeguarding concerns.? Yes/No

**13.** Please indicate whether you have direct experience of supporting students/trainees/apprentices with concerns relating to any of the following? (Yes/No Please tick one in each row)

- Concerns raised by 16-18 year olds
- Concerns raised by adults
- Health, safety & welfare
- Mental Health
- Bullying or harassment
- Discrimination
- Criminal exploitation, gang involvement, county lines
- Human trafficking, Modern day slavery
- Cyber abuse / online harm, Data theft and breaches of General Data Protection Regulations (GDPR)
- Emotional abuse, Negligent treatment / acts of omission,
- Alcohol abuse, substance abuse and addiction
- Self-neglect, risky personal behaviours
- Physical abuse, supporting survivors
- Domestic violence, including peer to peer
- Relationship violence
- Hate crime / hate speech
- Extremism, radicalisation & Prevent
- Sexual abuse and exploitation, sexual harassment,
- Female genital mutilation, forced marriage, honour based violence
- Gambling & gaming

Please use this space for any other areas you wish to comment on:

**14.** If you indicated you have direct experience of supporting students / trainees / apprentices with concerns relating to any of the following, please indicate how prevalent the issues are:

(Please tick one box in each row: Very prevalent / Increasingly prevalent / Not prevalent / N/A)

- Concerns raised by 16-18 year olds
- Concerns raised by adults
- Health, safety & welfare
- Mental Health
- Bullying or harassment
- Discrimination
- Criminal exploitation, gang involvement, county lines

- Human trafficking, Modern day slavery
- Cyber abuse / online harm, Data theft and breaches of General Data Protection Regulations (GDPR)
- Emotional abuse, Negligent treatment / acts of omission
- Alcohol abuse, substance abuse and addiction
- Self-neglect, risky personal behaviours
- Non recent or historic abuse, adverse childhood experiences
- Physical abuse, supporting survivors
- Domestic violence, including peer to peer
- Relationship violence
- Hate crime / hate speech
- Extremism, radicalisation & Prevent
- Sexual abuse and exploitation, sexual harassment
- Female genital mutilation, forced marriage, honour based violence
- Gambling & gaming

Please use this space for any other areas you wish to comment on:

**15.** Do you have experience of monitoring safeguarding referrals by protected characteristics / SEND? Yes/No

**16.** Do you have experience of Serious Case Reviews? Yes/No

**17.** Please use this space to highlight other aspects of your direct experience of dealing with safeguarding disclosures and allegations:

**18.** Do you have accredited qualification(s) in some aspects of safeguarding practice? Yes/No

Please provide details:

**19.** Are you a member of, draw support from or look for training and development from any of the following networks and organisations: (Please tick all that apply)

- AoC
- AELP
- ETF
- HOLEX
- NAMSS
- Natspec
- SFCA
- Other
- None of the above

If 'Other', please specify:

**20.** This question is only applicable to Designated Safeguarding Leads / Managers.



**(Please skip to next question if not applicable to you)**

If you are a DSL, please indicate what your level of confidence is for each of the following:

(Please tick one box in each row: Very confident / Fairly confident/ Not very confident / Not at all confident)

- Our legal responsibilities and duties in safeguarding, including Prevent, exploitation and digital safety
- The time, resources, training and support networks needed to support me in carrying out my role and provide advice and support to other staff on safeguarding and student welfare
- How to provide support, advice and expertise for all staff, including volunteers (if appropriate)
- How to provide support, advice and expertise for all staff, including volunteers (if appropriate) Very confident
- How to work with others; senior leaders, Local Authority case managers, Prevent leads and designated officers and the full range of staff on matters of safety and safeguarding
- My involvement in strategic development and inter-agency liaison, including with the Local Authority Designated Officer
- Managing referrals to the local authority children's services, Channel programme for radicalisation, Disclosure and Barring Service and the Police where a crime may have been committed
- My ability to recognise, share and celebrate good safeguarding practice
- My ability to involve students/trainees/apprentices in explaining and reviewing safeguarding policies and procedures
- My ability to share information about the welfare and safeguarding issues that care experienced students/trainees may face, and to ensure that staff know about the progress and attainment of these students/trainees/apprentices, the challenges that they might face, the additional academic support and adjustments that could support them
- My understanding of the emotional impact of safeguarding work and ways to access supervision and support staff appropriately
- How to develop, review, publicise, raise awareness of, and implement our safeguarding policies
- My ability to review and update our safeguarding policies and procedures at least annually, working with governing bodies
- How to ensure that our safeguarding policies are publicly available and that students/trainees and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the provider in this
- How to work with local safeguarding partnerships to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

Please use this space for any other areas you wish to comment on:

**21.** This question is applicable to all staff (including DSLs) with safeguarding responsibilities. Please indicate what your level of confidence is for each of the following:

(Please tick one box in each row: Very confident / Fairly confident / Not very confident / Not at all confident)

- My role, our processes, procedures and responsibilities and those of other agencies
- The range of specific needs of 16-18 year olds at risk, including young carers
- The range of specific needs of adults at risk
- My ability to work with young people who have a social worker
- My understanding of the equality, diversity and inclusion implications of our safeguarding work
- My awareness and understanding of unconscious bias
- My awareness of the impact of SEND on safeguarding
- My ability to contribute to the assessment of people at risk, to keep detailed, accurate and secure written records of concerns and referrals
- My understanding of our responsibilities with regards to the Prevent duty and the provision of advice and support on protecting people from the risk of radicalisation
- My ability to support people to stay safe online and my understanding of the risks associated with digital safety, including the additional risks that people with SEND face online, for example, from online bullying, grooming and radicalisation
- My understanding of relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR)
- My understanding of partnership working with employers relating to the safeguarding of apprentices and students/trainees on work placements and the need to ensure concerns are raised swiftly
- My understanding of how to work with parents and carers to support the safeguarding of students/trainees/apprentices
- My ability to create a culture of respect and dignity for students and to communicate appropriately with students/trainees/apprentices and take account their wishes and feelings
- My ability to maintain a culture of high educational aspirations for all students/trainees/apprentices

Please use this space for any other areas you wish to comment on:

**22.** Please indicate whether you have sufficient support or would welcome more support in any each of the following area:

(Please tick one box in each row: I receive/have sufficient support / I would welcome more support)

- Regular supervision with my line manager including my training and support needs, workload and resources
- Regular supervision with my line manager about specific cases and concerns
- Regular (at least half termly) external supervision
- An annual appraisal or professional development review
- An annual professional development or training plan
- Formal mentoring or coaching

- Informal mentoring or coaching
- Informal networking or practice sharing with other safeguarding leads

Please use this space for any other development needs you have:

**23.** This question is only applicable to Designated Safeguarding Leads. (Please skip to next question if not applicable to you)

In your view, is the Designated Safeguarding Lead role: (Please tick all that apply)

- fit for purpose
- recognised and valued in the sector
- recognised and valued in your organisation
- respected by your organisation's statutory partners
- needs to be changed to be more effective
- needs more recognition
- needs to be protected
- would benefit from more networking and training events
- requires more resources (e.g. toolkits and guides) to support safeguarding
- needs access to recognised kitemarked accredited qualifications
- needs a powerful and independent professional body
- could be more effective

**24.** This question is applicable to all staff (including DSLs) with safeguarding responsibilities.

In your view, the sector needs: (Please tick all that apply)

- more promotion of the importance of safeguarding
- more training and development on safeguarding
- more secure funding for safeguarding activity
- more targeted funding to support specific initiatives/capacity-building
- a common set of safeguarding standards
- a national body to promote and support safeguarding practice
- suggestions about potential safeguarding standards
- other changes to enhance safeguarding

Please use this space for suggestions about potential safeguarding standards and other changes to enhance safeguarding:

**25.** Do you give your consent for your text responses to be quoted on an anonymous basis in the survey report? **Yes/No**

**26.** Would you be willing to be contacted by the Education and Training Foundation for a follow up or to share good practice? **Yes/No**

**27.** Are you willing to complete an anonymised equalities monitoring form? (This will follow in a few days) **Yes/No**

# Thank you

Out 

**ACC**  
ASSOCIATION  
OF COLLEGES

**HOLEX**

**Natspec**  
The voice of  
specialist further  
education  


**aelp**  
Association of  
Employment and Learning  
Providers 

Funded by



Department  
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**namss** National Association for  
Managers of Student Services