

**Safeguarding roles and responsibilities for Social Emotional Mental Health Bases and Home Schools**

At the Social Emotional Mental Health (SEMH) Bases children’s welfare is of paramount importance. We maintain a positive caring environment where children feel secure, they are listened to, encouraged to talk and they feel safe. Staff and children maintain a relationship where children can talk freely to all members of staff if they are concerned or worried. Children will be reassured that they are safe and everything they say is taken seriously.

It is the responsibility of every member of staff, volunteer and regular visitor to the Base to ensure that they carry out the requirements of the policies and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

To ensure the safety of all children the staff at the Base will liaise regularly with the Home school at which the child remains on roll.

This document outlines the roles of and Base and Home schools in terms of safeguarding. As per paragraphs 327 and 328 of ‘Keeping Children Safe in Education’ 2022

*327. Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.*

*328. Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.*

Although the Home School remains responsible overall for safeguarding the child, the checklist for practice and information below sets out the safeguarding roles and responsibilities of the Home and Base Schools and gives some guidance on how concerns should be managed between the Base and the Home School when they arise.

**The role of the Trust / Governing Board at the Base School**

The Governing Board of the school or trust is accountable for ensuring the effectiveness of the safeguarding policy and compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, they also have a named Governor and/or Trustee who champions safeguarding.

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| **Have the Governing Board at the Base School:** | **Evidence of Compliance:** | **Action(s) identified:** |
| Ensured the Safeguarding Policy is available publicly via the school’s website and is written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Partnership policies and procedures? |  |  |
| Ensured a senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is an appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL)? |  |  |
| Assured themselves that there are appropriate safeguarding arrangements in place for those pupils who attend the Base School? |  |  |

**The role of the Base School’s Headteacher**

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| **Has the Headteacher at the Base School:** | **Evidence of Compliance:** | **Action(s) identified:** |
| Identified a senior member of staff from leadership team to be the Lead Designated Safeguarding Lead (DSL) and alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role? |  |  |
| Ensured that appropriate policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are in place and followed by all staff? |  |  |
| Ensured that this is induction and training in place for safeguarding that meet local and national requirements? |  |  |
| Ensured that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures? |  |  |
| Understands the procedures for liaising with the Local Authority Education Duty Desk and LADO in the event of an allegation of abuse being made against a member of staff or volunteer? |  |  |

**The role of the DSL at the Base**

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| **Has the DSL(s) at the Base School?** | **Evidence of Compliance:** | **Action(s) identified:** |
| Undertaken appropriate training for their role which meets local and national requirements? |  |  |
| Understands how to maintain records and child protection files, as per Keeping Children Safe in Education (2022), ensuring that they are kept confidential and stored securely in line with their school policy? |  |  |
| Obtained access to relevant information for any children attending the Base including child in need plans, child protection plans or, for looked-after children, their personal education plan? |  |  |
| Got access to the contact details of allocated social workers and family practitioners? |  |  |
| Planned how safeguarding information will be recorded and how it will be shared with the Home School DSLs? |  |  |

**The role of the DSL / Headteacher at the Home School**

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| **Has the DSL(s) / Headteacher at the Home School:** | **Evidence of Compliance:** | **Action(s) identified:** |
| Assured themselves that there are appropriate safeguarding arrangements in place for those pupils who attend? |  |  |
| Sought written assurances from the Base School that appropriate safer recruitment checks have been undertaken on staff as required in part 3 of Keeping Children Safe in Education (2022)? |  |  |
| Before the child begins attends, shared safeguarding information with DSLs at the Base School to ensure there is a robust understanding of the child, so Base staff can support them effectively and carry out their safeguarding duties as per Keeping Children Safe in Education (2022)? |  |  |
| Made arrangements for a DSL to always be available for contact if a safeguarding concern arises? |  |  |

**Procedure when a safeguarding concern arises:**

Following receipt of any information raising concern, the DSL from the Base will contact a DSL at the Home School of the pupil as soon as possible (within 30 minutes in most instances). In discussion, the DSL at the Base and the Home school will decide who is best placed to follow the procedures and respond to the safeguarding concern.

This could include seeking advice from the Children’s Advice & Duty Service (CADS) as required. If the child is at risk of significant harm, the DSL at the Base should not delay in making a referral to CADS.

When having conversations with parents or carers it should be decided which DSL is best suited to do this considering where and how the concerns have arisen.

All information and actions taken, including the reasons for any decisions made, will be fully documented and shared with both the Home School and the Base.

**Children open to multi-agency plans:**

If a child is open to a multi-agency plan then it should be decided which DSL (or in some cases both) will attend meetings / conferences in order for all relevant information to be shared, any actions recorded along with which School will undertake these. Contact details for the allocated worker should be held by both the Base and Home School. When contact is made it is crucial that the DSL at the other School is made aware.