



Newland School for Girls

Safeguarding Policy and Procedure

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1. Preface

“Processes and procedures never end in themselves, but should always be used as a means of bringing about better outcomes for children. No guidance can, or should attempt to offer a detailed prescription for working with each child and family. Working with children and families where there are concerns about a child’s welfare is sensitive and difficult. Good practice calls for effective cooperation between different agencies and professionals: sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement and critical analysis of the available information” (*Working Together to Safeguard Children*).

2. Statement of Intent

Newland School for Girls recognises that protecting and safeguarding children and young people is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Individual children and young people, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from Health, the Police and Social Care services. These are the school’s safeguarding partners. The voluntary sector and other agencies also have an important role in protecting and safeguarding children.

Newland School for Girls has a responsibility to protect and safeguard the welfare of children and young people they come into contact with. The need for guidelines and procedures is important to ensure that this is done with understanding and clarity.

Newland School for Girls aims to protect and safeguard pupils by:

- Ensuring that all staff / volunteers are carefully selected, trained and supervised
- Having a Safeguarding Policy and procedures that are reviewed and updated in line with national and local policy developments. This policy will be reviewed on an annual basis by relevant staff and members of the Local Governing Body.
- Ensuring that all staff and volunteers are familiar with this Safeguarding Policy and know and understand least Part One of ‘Children Safe in Education 2020’
- Ensuring that staff / volunteers receive Safeguarding training appropriate to their level of involvement.
- Ensuring that Newland School for Girls has a Designated Safeguarding Lead (DSL) and a Deputy (DDSL) and that all staff and volunteers know who these staff are and know how to report concerns to them.
- Assessing the risk that pupils may encounter and take steps to minimise and manage these.
- Letting parents, carers, children and pupils know how to report concerns about another pupil, a staff member, a volunteer and how to complain about anything that they are unhappy about.
- Giving pupils, parents and carers information about what the school does and expectations.

3. National and Local Guidance

This Policy should be read in conjunction with the Hull Safeguarding Children Partnership (HSCP) Guidelines and Procedures. In accordance with the Children Act 2004, it is a statutory responsibility for key agencies in contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11 - Children Act, 2004). Where private or voluntary organisations come into contact with or offer services to children they should as a matter of good practice take account of this guidance and follow it as far as possible. The school undertakes an annual audit of all Safeguarding processes and procedures in line with Section 11.

The following national guidance should also be referred to:

- The Children Act - 1989
- The Children Act - 2004
- Working Together To Safeguard Children - 2018
- Keeping Children Safe in Education: 2020
- Human Rights Act - 1998
- Criminal Justice & Court Services Act - 2000
- The Protection of Children Act - 1999
- The Sexual Offences Act - 2003
- What To Do If You're Worried A Child Is Being Abused - 2003
- Safer Working Practice for Adults who Work with Children and Young People - 2015
- Information Sharing: Guide for Practitioners and Managers - 2015

Relevant Policies

- Health & Safety Policy
- Recruitment & Selection of Staff / Volunteers
- Complaints & Disciplinary
- Code of Conduct
- Diversity & Equality
- Staff Handbook
- Anti-Bullying
- Online Safety
- Whistleblowing
- Behaviour
- Positive Handling

4. Safeguarding and Promoting Welfare

4.1 Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

4.2 Child Protection

Child Protection is a part of safeguarding and promoting welfare. This refers to actions taken to protect specific children who are suffering, or are at risk of suffering, significant harm. Effective child protection is essential to safeguard and promote the welfare of children. All agencies should aim to proactively safeguard and promote the welfare of children so that the need for action to protect from harm is reduced.

4.3 Early Help

Newland School for Girls aims to identify where early interventions are needed to support families in need. We do this by closely monitoring children and highlighting any emerging problems and we share information with our Safeguarding partners to support early intervention/assessment. We can also signpost families in need to the Early Help service. This service is not statutory so parents do need to consent to support from the service.

4.4 Children in Need

Children who are defined as 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes children with a disability.

4.5 Children At Risk

Some children are at risk because they are 'suffering or likely to suffer significant harm' section 37 Children Act 1989. Significant harm is the threshold that justifies compulsory intervention in family life in the best interests of the child and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of the child.

5. Who Abuses Children?

Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

6. Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child or young person. Child refers to anyone under the age of 18. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

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- **PHYSICAL ABUSE:** May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **EMOTIONAL ABUSE:** Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

- **SEXUAL ABUSE:** Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. This includes non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- **NEGLECT:** Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. This can occur during pregnancy.

Neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This is not an exhaustive list, it must be recognised that it is not the role of staff to make an assessment of whether children suffered harm. Staff have a duty to report any concerns in accordance with the Hull Safeguarding Children Partnership Guidelines & Procedures.

7. Recognition of Harm

The harm or possible harm of a child may come to your attention in a number of ways:

- Information given by the child, his/ her friends, a family member or close associate.
- The child's behaviour may become different from the usual, be significantly different from the behaviour of their peers, be unusual or may involve 'acting out' a harmful situation in play.
- An injury which arouses suspicion because it does not make sense when compared with the explanation given or the explanations differ depending on who is giving them (differing explanations from the parent / carer and child).
- The child appears anxious and evasive when asked about an issue.
- A number of incidents occur over time

Substance Misuse - The potential for a child to be harmed as a result of the excessive use of alcohol, illegal and controlled drugs, solvents or related substances may occur. The use of drugs and

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substances by parents/carers does not in itself indicate child neglect or abuse. It is important to assess how parental substance use impacts upon the child.

Mental Health - Mental illness in a parent or carer does not necessarily have an adverse effect on the child. It is important to assess its implications as the adverse effects of parental mental illness on the child are less likely when parental problems are mild, last for a short period of time, are not associated with family disharmony and where there is another parent or family member who can respond to the child's needs and offer protection. Where mental illness is accompanied by problem alcohol use, domestic violence or associated with poverty and social isolation, children are particularly vulnerable. The link between Mental Health and wellbeing in the child is highlighted in Keeping Children Safe in Education.

Domestic Abuse - Children and young people can suffer directly and indirectly if they live in a household where there is domestic abuse either as the victim or the witness. It is likely to have a damaging effect on the health and development of the child. People working with children should also be alert to the frequent inter-relationship between domestic abuse and neglect of children.

Domestic abuse has an impact in a number of ways:

- It can pose a threat to the physical well being of an unborn child if a mother is kicked or punched
- Children may suffer injuries as a result of being caught up in violence.
- Children become distressed by witnessing the physical and emotional suffering of a parent.
- The physical and psychological abuse suffered by an adult victim can have a negative impact upon their ability to look after their children.
- The impact of domestic abuse is exacerbated when the violence is combined with problematic alcohol or drug use.

Controlling Behaviour - A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour - Acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Peer on Peer Abuse: Includes all forms of bullying, verbal, physical and emotional, being coerced into sending sexual images (sexting), upskirting, physical or sexual assaults, child sexual exploitation or teenage relationship abuse. Cyberbullying is via technologies and mediums such as mobile phones and usually occurs on social media sites.

At Newland School for Girls we do our utmost to ensure that children are protected from harm and we educate pupils on how to build resilience. Staff receive regular training to help them recognise different forms and the mechanisms for responding and reporting incidents.

A pupil against whom an allegation of abuse has been made, may face sanctions as per the Behaviour Policy. The school may take advice from Social Care and/or the police and will take appropriate action to ensure the safety and welfare of all pupils involved.

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Child Sexual Exploitation (CSE) is when a child receives food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money etc as a result of the child performing sexual activities, or another person performs sexual activities on the child. This will always be referred to Social Care, the significant indicators include

- Having a relationship of concern with a controlling adult (this may involve physical and/or emotional abuse and/or gang activity)
- Being in a vehicle driven by an unknown adult
- Possessing unexplained money, expensive clothes or items
- Frequenting areas known for risky activities
- Unexplained contact with hotels, taxis and take-aways/fast-food outlets

Child Criminal Exploitation (CCE) - a form of abuse where an imbalance of power is used to force, deceive or manipulate a child into criminal activity.

Serious Violence - children may be at risk from, or involved in violent crime. Led by individuals, gangs and criminal networks.

County Lines - where illegal drugs are transported from one area to another, often across Police and Local Authority boundaries. Children are usually forced to do this by gangs. Violence and crime are closely linked.

Female Genital Mutilation - all procedures involving partial or removal of the female genitalia or other injury to the female genitals. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Teachers must report to the Police where FGM appears to have been carried out. In addition, it is illegal for someone to arrange for a child to have this procedure.

Radicalisation and Extremism - we help our children to become resilient to the messages of violent extremists by encouraging all children to understand others, value others, appreciate diversity and develop skills to be able to debate. Through the curriculum we will explore the values of different faiths and cultures.

Should any concerns of radicalised or extremist behaviours arise this will be dealt with in conjunction with the Police.

So Called 'Honour Based Abuse' - Crimes or incidents that may have been committed to protect or defend the 'honour' of a family or community, often linked to family members who believe someone has brought shame on their family or community by behaving not in keeping with the traditional beliefs or culture.

Forced Marriage - a crime in England and Wales, whereby a marriage is entered into without the consent of one or both parties. Threats can be physical or emotional and psychological.

8. Managing Disclosures

- If a child discloses abuse by either an adult or other child it is important that, as far as possible, all staff follow these basic principles:
- Listen to what the child has to say with an open mind
- Do not ask probing or leading questions designed to get the child to reveal more
- Never stop a child who is freely recalling significant events
- Make note of the discussion, taking care to record the timing, setting and people present
- Never promise the child that what they have told you can be kept secret. Explain that you have responsibility to report what the child has said to someone else.
- INFORMED THE SAFEGUARDING LEAD IMMEDIATELY.

9. Special Educational Needs & Disabilities (SEND) - we are an inclusive school, children with SEND may be more vulnerable to abuse, are more likely to be targeted due to difficulties they may have in communicating what is happening to them. Therefore, we ensure that children with SEND are responded to carefully when they have, or show signs of, concern.

10. Children Missing from Education (CME) Children are best protected by attending school regularly where they will be safe from harm and where there are professionals to monitor their well-being. We encourage the full attendance of all our pupils. Where we have concerns that a child is missing from education we will follow the local authority protocols and refer to the Education Welfare Service and the CME Officer who will make efforts to identify the child's whereabouts. The child will not be removed from our school roll until notified by the CME officer that it is appropriate to do so.

11. The Designated Safeguarding Lead (DSL)

The DSL is Caroline Edwards, the responsibilities of the role include:

- Monitoring and recording concerns about the wellbeing of a child
- Making referrals to Social Care
- Liaising with the other Safeguarding partners; Health and the Police.
- Arranging training for staff / volunteers

The DSL may share limited information on a 'need to know basis' amongst the staff / management whilst respecting the need for confidentiality.

It is not the role of the Designated Safeguarding Lead to undertake an investigation into the concerns or allegation of harm. It is the role of the Designated Safeguarding Lead to collate and clarify details of the concern or allegation and to provide this information to Social Care

The Deputy Designated Safeguarding Lead (DDSL) supports the work of the DSL and can undertake all aspects of the DSL role.

12. Seeking Consent for a Referral

In general, concerns should be shared with the family where appropriate and their agreement prior to making a referral to Social Care should be gained only when this will not place the child at an increased risk of harm.

Parents, carers or the child may not agree to information being shared, but this should not prevent referrals where Safeguarding concerns persist. The reasons for dispensing with consent from the parent/carers or child must be clearly recorded

In cases where an allegation has been made against a family member living in the same household as the child and discussing the matter with the parent would place the child at risk of harm, or where discussing it may place a member of staff / volunteer at risk, consent does not have to be sought prior to the referral being made.

The Early Help And Safeguarding Hub (EHASH) will give advice via a duty Social Worker.

13. Reporting Concerns or Allegations of Abuse

All staff must report any concerns or allegations of harm immediately to the Designated Safeguarding Lead, Caroline Edwards. In the absence of the Designated Safeguarding Lead the matter should be reported to the Deputy Designated Safeguarding Lead, Fiona Routh

In the unlikely event of their absence, staff must report to a member of the Senior Management Team.

14. Making An External Referral

Referrals of all children in need, including those where there are Safeguarding concerns will be made to:

(Hull) Children's Social Care - EHASH or the Police - Protecting Vulnerable People Unit

In other local authorities, Children's Social Care or the Police. All referrals made by telephone must be recorded as soon as possible.

The Designated Safeguarding Lead should make the referral and give the following information:

- The nature of your concerns / allegations.
- Whether the child will need immediate action to ensure their safety.
- Whether parents are aware, if consent for the referral has been sought and if not, why?
- Factual information about the child and family, including other siblings.
- Other professionals involved with the family.
- The source of your referral
- Child's current whereabouts and when they were last seen
- The source of that harm and their current whereabouts

15. Allegations Against Staff / Volunteers

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Any member of staff or volunteer who has concerns about any colleague must report this to the Headteacher immediately. The Headteacher will report the matter to Ray Khan, the Designated Safeguarding Lead for YHCLT (Ray Khan), who will liaise with the Local Authority Designated Officer (LADO). This may include behaviour outside of school as the 'transfer of risk' to children would need to be assessed.

If the allegation is against the Executive Headteacher or Head of School, the Chair of Governors must contact Ray Khan immediately.

In cases where there is an immediate risk to a child, the information must be passed to Social Care or the Police as soon as possible.

16. Seeking Medical Attention

If a child has a physical injury that school believes requires medical attention the school will contact the parent and advise them to see a doctor, take the child to a walk in centre or A&E.

If school believes that the injury may have resulted from abuse procedures for referring a safeguarding concern to Social Care are then followed.

If the injury remains untreated this may indicate neglect and the school will monitor the situation closely and if necessary seek advice or make a referral to Children's Social Care.

17. Staff & Volunteer Safe Practice

Adherence to guidelines on self-protection for staff and volunteers working with children can avoid vulnerable situations where false allegations could be made. These include:

- Avoiding situations where a staff member or volunteer is on their own with a child.
- In the event of an injury to a child, accidental or not, ensure that it is recorded and witnessed by another adult in the Accident Book.
- Maintain written records of any allegations a child makes against staff and volunteers and report these in line with this policy.
- If a child touches a staff member or volunteer inappropriately, record what happened immediately and inform the DSL.
- Always follow the school policy regarding behaviour management.

18. Code of Practice

Staff should always:

- Take all allegations, suspicions or concerns about abuse, seriously (including those made against staff) and report these.
- Provide an opportunity and culture for children to talk to others about concerns they may have.
- Provide an environment that encourages children and adults to feel comfortable and confident in challenging attitudes and behaviours that may discriminate against others.

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Risk-assess situations and activities to ensure all potential dangers have been identified and planned for.

- Treat others with dignity and respect.
- Adhere to YHCLT Code of Conduct for staff.

Staff should not:

- Permit or accept abusive or discriminatory behaviour.
- Engage in inappropriate behaviour or contact.
- Use inappropriate or insulting language.
- Show favouritism to any child.
- Undermine or criticise others.
- Give personal money.

19. Recruitment & Selection

Potential staff and volunteers are screened for their suitability to work with children as follows:

- All staff and volunteers complete an application form, including details of previous employment, details of any conviction for criminal offences (including spent convictions under the Rehabilitation of Offenders Act 1974), agreement for an enhanced Disclosure and Barring Service (DBS) check, permission to contact two referees, including their current or most recent employer which are always taken up.
- All staff in a management position are subjected to a Section 128 check.
- All staff are checked against The Children's List
- All new staff receive Safeguarding induction and training, including the latest KCSiE as well as regular updates in line with the rest of the staff body.
- The potential staff member or volunteer will be interviewed for their suitability for the post.
- Staff and volunteers may be subject to a probationary period of 3-6 months, during which they will be supervised and monthly meetings will take place with their manager / supervisor to identify any concerns, training and support needed.

Disclosure and Barring Service - A person who is barred from working with children will be breaking the law if they work or volunteer, or try to work or volunteer, with children.

If a school knowingly employs someone who is barred from working with children, this would also be breaking the law. If there is an incident where a member of staff or a volunteer has to be dismissed because they have harmed a child or may have if they had not left, the Disclosure and Barring Service will be notified.

20. Children in Local Authority Care

Aims:

- To tackle any underachievement of children in care and to bring their achievement in line with their peers.
- To always consider how the school could more effectively meet the needs of children in care.

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- To provide every child in care with an effective Personal Educational Plan (PEP).

Barriers to the educational success of children in public include:

- Lack of effective advocacy.
- Lack of stability and continuity due to moves of placement and school
- Prolonged periods out of school
- The Governor responsible for children in care is Ann Haddock
- The Governor with responsibility for Safeguarding is Ann Haddock
- The Designated Teacher for Children in Care is Caroline Edwards - this role is given high profile and priority.
- Every consideration is given to the provision of training for all staff within the school on issues relating to children who are in care.
- Positive working relationships are developed and maintained with Social Care.

Designated Teacher

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for

This policy is based on the Department for Education's [statutory guidance on the designated teacher for looked-after and previously looked-after children](#). It also takes into account [section 2E](#) of the Academies Act 2010.

Looked-after children are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Previously looked-after children are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
- A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
- A special guardianship order
- An adoption order

They appear to the governing board to have:

- Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
- Ceased to be in that state care as a result of being adopted

Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

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Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

Identity of our designated teacher

Our designated teacher is Caroline Edwards

You can contact them by telephone on 01482343098

Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

If you have any other members of staff who have particular responsibilities in relation to looked-after and previously looked-after children at your school, add in their names, contact details and information about their role here.

Role of the designated teacher

The following is based on the responsibilities listed in the DfE's statutory guidance.

5.1 Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - o Working with VSHs
 - o Promoting a whole school culture where the needs of these pupils matter and are prioritised
 - o Take lead responsibility for ensuring school staff understand:
 - o The things which can affect how looked-after and previously looked-after children learn and achieve
 - o How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

Supporting looked-after children

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
 - o A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - o PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - o The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
 - Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

Supporting both looked-after children and previously looked-after children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium funding
- Work with VSHs to agree how pupil premium funding for looked-after children can most effectively be used to improve their attainment
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children
- Play a key part in decisions on how pupil premium funding is used to support previously looked-after children
- Encourage parents' and guardians' involvement in deciding how pupil premium funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this
- Ensure the SEND code of practice, as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and understand where the school can draw on specialist services

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- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs
- Put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education
- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
 - o Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
 - o Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
 - o Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption
 - o Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
 - Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
 - Make sure that for each looked-after child:
 - o There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - o School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - o Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
 - Where a looked-after child is at risk of exclusion:
 - o Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - o Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
 - Where a previously looked-after child is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion

21. Contacts

Hull

EHASH	(01482) 448879
Emergency Duty Team	(01482) 300304
Local Authority Designated Officer	07710 119092 (01482) 790933
Police - Public Protection Unit	(01482) 220393