

**DARRICK WOOD SCHOOL**  
**SAFEGUARDING AND CHILD PROTECTION POLICY**

**Reviewed:** March 2019

**Agreed:** March 2019

**Person Responsible:** Ms C Wilson-Hooper

**MISSION STATEMENT:**

Darrick Wood School fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention against potential dangers. Darrick Wood School will always endeavour to provide a safe and welcoming environment where pupils are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that pupils receive effective support, protection and justice.

**Customer Goal:**

To establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.

**Curriculum Goal:**

To include in the curriculum, activities and opportunities for PSHE which equip pupils with the skills they need to stay safe from harm and to know to whom to turn for help.

**School Community Goal:**

To ensure pupils feel secure, know that there are adults in the school whom they can approach if they are worried or in difficulty and disclose information confidently.

**Quality Goal:**

To include, in the curriculum, material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills and to deal with risks sensibly.

**Terminology:**

**Safeguarding** and promoting the welfare of pupils refers to the process of protecting pupils from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable pupils to have optimum life chances and to enter adulthood successfully.

**Child protection** refers to the processes undertaken to protect pupils who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Pupil** refers to all young people who have not yet reached their 18th birthday.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## Safeguarding legislation and guidance

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- The Teacher Standards 2012 state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance Working Together to Safeguard Children 2018 covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for local safeguarding children boards (LSCBs) to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance Keeping Children Safe in Education 2018 is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992 and relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement)
- All staff must read Part One of this statutory guidance.
- What to do if you're worried a child is being abused 2015 - Advice for practitioners is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action (say where staff will find a copy of this advice)

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse and one child in six is exposed to violence in the home. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem and disabled children are three times more likely to be abused and neglected.

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns

### **There are three main elements to our policy:**

- Prevention through the teaching and pastoral support offered to pupils.
- Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with pupils, school staff are well placed to observe the outward signs of abuse.
- Support to pupils who may have been abused.

This policy applies to all staff and volunteers working in the School and governors, and are consistent with those of the LSCB. Learning Support Assistants, Mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a pupil. Concerned parents may also contact school governors.

### **Roles and responsibilities**

All schools must nominate a senior member of staff to co-ordinate child protection arrangements, known as the designated senior person (DSP). The local authority maintains a list of all DSPs for child protection.

### **Key personnel**

The designated senior person (DSP) for child protection is: Ms C Wilson-Hooper (Deputy Head Teacher)

The deputy designated person is: Mrs R Honeysett (SLT Associate) and Miss E Filer (Assistant Head Teacher)

The nominated child protection governor is: Mrs K Morris

The School will ensure that the DSP and his/her deputy are appropriately trained. The role of the DSP is to:

- Have the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- Be appropriately trained, with updates every two years
- Act as a source of support and expertise to the school community
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Have a working knowledge of LSCB procedures
- Make staff aware of LSCB training courses and the latest policies on safeguarding
- Have an understanding of locally agreed processes for providing early help and intervention
- Keep detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- Refer cases of suspected abuse to children's social care or police as appropriate
- Notify children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensure that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed
- Attend and/or contribute to child protection conferences
- Coordinate the school's contribution to child protection plans
- Develop effective links with relevant statutory and voluntary agencies including the LSCB
- Ensure that all staff sign to indicate that they have read and understood the child protection policy
- Ensure that the child protection policy and procedures are regularly reviewed and updated annually, working with governors and proprietors regarding this
- Liaise with the nominated governor and Head Teacher
- Keep a record of staff attendance at child protection training
- Make the child protection policy available publicly, on the school's website or by other means
- Ensure parents are aware of the School's role in safeguarding and that referrals about suspected abuse and neglect may be made.

The deputy designated person(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils.

In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request.
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher.
- safer recruitment procedures that include the requirement for appropriate checks.
- a training strategy that ensures all staff, including the Head Teacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals.
- arrangements to ensure that all temporary staff and volunteers are made aware of the School's arrangements for child protection.

## **PROCEDURES**

We will follow the procedures set out in Interagency Procedures produced by the Bromley Area Child Protection Committee. We will ensure that every member of staff and every governor knows the name of the designated person and deputy and their role. The designated member of staff has a responsibility for referring child protection concerns using the proper channels and within the relevant timescales. We will ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse. The School will work to ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure.

The School recognises the need to provide training for all staff so that they know (i) their personal responsibility, (ii) the appropriate procedures, (iii) the need to be vigilant in identifying cases of abuse (iv) how to support a pupil who discloses abuse.

The designated member of staff will notify the local Social Services team if it should have to exclude a pupil on the child protection register either for a fixed term or permanently or if there is an unexplained absence of a pupil on the child protection register of more than two days duration (or one day following a weekend). It is the role of the Achievement Coordinator and Assistant Achievement Coordinator to alert the DSP to this fact.

The School will work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences. Written records will be kept of all concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately. All records will be kept secure and in locked locations.

The School will adhere to the procedures set out in the Education Child Protection Procedures, and the School's own procedures when an allegation is made against a member of staff.

The School will ensure that any criminal background of applicants for vacant posts are checked in accordance with DfE regulations.

### **Safer recruitment**

Darrick Wood School endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the local authority and the School's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form.
- provide two referees, including at least one who can comment on the applicant's suitability to work with children.
- provide evidence of identity and qualifications.
- be checked through the Disclosure and Barring Service as appropriate to their role
- be interviewed.
- On appointment be added to the School's Central Register.

The School will also:

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.

All new members of staff will undergo an induction that includes familiarisation with the School's child protection policy and identification of their child protection training needs. All staff sign to confirm they have received a copy of the child protection policy.

### **SUPPORTING THE PUPIL AT RISK**

We recognise that pupils who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame. Darrick Wood School may be the only stable, secure and predictable element in the lives of pupils at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The School will endeavour to support the pupil through the content of the curriculum to encourage self-esteem and self-motivation.

The School ethos promotes a positive, supportive and secure environment and gives pupils a sense of being valued. The School's behaviour policy supports vulnerable pupils. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the pupil but does not damage the pupil's sense of self-worth. The School will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

Some pupils may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions with child protection procedures that fail to acknowledge pupils' diverse circumstances, rather than the individual pupil's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

### **Vulnerable Children**

We recognise that statistically pupils with behavioural difficulties and disabilities are more vulnerable to abuse. School staff who deal with pupils with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.

### **Confidentiality and sharing information**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that release into the public domain could compromise evidence.

Staff should only discuss concerns with the Achievement Co-ordinators, designated person, Head Teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with the Data Protection Act 2018 principles. Information is:

- processed for limited purposes.
- adequate, relevant and not excessive.
- accurate.
- kept no longer than necessary.
- processed in accordance with the data subject's rights.
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Head Teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a pupil. When a pupil on the child protection register leaves for a new school, we will transfer information to the new school immediately, and a copy of the information will be retained securely in school.

### **Volunteers**

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

### **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

### **Contractors**

The School checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

### **Site security**

Visitors to the School, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the School's safeguarding and health and safety regulations to ensure children in school are kept safe. The Head Teacher will

exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **Extended school and off-site arrangements**

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements operate.

### **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we ensure safeguards.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- ~~use only the pupil's first name with an image~~
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

### **e-Safety**

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as facebook, twitter, MSN, tumblr, snapchat and instagram.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **e-safety policy** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation or child protection procedures.

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. All staff receive e-safety training and the school's e-safety coordinator is **Mr S Leslie**.

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSP as soon as possible.

### **Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSP.

### **Children Missing from Education**

Children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities which may include abuse and neglect. All staff should be aware of the School's procedures for dealing with unauthorised absences.

### **County Lines**

County Lines is a form of criminal exploitation of children where drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Identification of potential involvement in country lines are missing episodes from education.

### **Domestic Abuse**

Exposure to domestic abuse and/or violence can have a serious and long lasting emotional and psychological impact on children. Young people may also suffer from domestic abuse in the context of their own personal relationships. Staff should share any concerns they have with the designated safeguarding person and the school will access Bromley's early help services as required.

### **Female Genital Mutilation**

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is

liable to a maximum penalty of 14 years imprisonment or a fine, or both. (See school or LSCB guidance for further information).

### **Forced Marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

### **Radicalisation and Extremism**

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and Darrick Wood School remains alert to the risk of radicalisation into white supremacy extremism.

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty for Schools. The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). All our staff have received WRAP training sessions from Bromley police. This ensures they know what Prevent is and how to deal with any issues they may see inside or outside school.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the School follows the DfE advice Promoting fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

### **Contextual safeguarding**

Contextual safeguarding recognises that safeguarding incidents and/or behaviours can be associated with actors outside school and can occur between children outside school. Any assessment of children’s safety that the school makes should consider whether wider environmental factors possibly pose a risk to a child’s welfare.

Further information on specific safeguarding issues can be found in the government publication “Keeping Children Safe In Education” 2018.

### **Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the

local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSP and the school should notify the local authority of the circumstances.

**This policy links with a number of other school policies:**

- Staff behaviour/code of conduct
- Physical intervention and the use of reasonable force
- Behaviour
- Complaints procedure
- Prevention of bullying
- Physical contact
- SEN
- Recruitment and selection
- Grievance and disciplinary
- Staff/pupil online communication
- E-safety
- Disability

**APPENDIX 1**

**CHILD PROTECTION POLICY – LOOKED AFTER CHILDREN (LAC)**

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing, in line with Every Child Matters.

Helping Looked After Children succeed and providing a better future for them is a key priority for Darrick Wood School. This policy takes account of:

- The Local Authority's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC).
- The Education (Admission of Looked After Children) (England) Regulations 2006.
- Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).

Darrick Wood School's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to pupils.

- Promoting health and well-being.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

As for all our pupils, Darrick Wood School is committed to helping every Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

The Governing Body of Darrick Wood School is committed to providing quality education for all pupils and will:

- Ensure Looked After Children are prioritised in the school's oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2006. (These require admissions authorities to give top priority for admission to LAC in their oversubscription criteria).
- Ensure a Designated Teacher for Looked After Children is identified and enabled to carry out the responsibilities set out below.
- Ensure a Personal Education Plan is established, implemented and regularly reviewed for every Looked After Child.
- Identify a governor as Designated Governor for Looked After Children.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Looked After Children when reviewing them:

- Admissions Policy.
- The School Code of Conduct.
- Behaviour Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities Policy.
- Policy on Racial Harassment.
- Safeguarding and Child Protection Policy.
- Special Educational Needs Policy.

The School will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

### **THE ROLE OF THE DESIGNATED TEACHER**

The Designated Teacher should be "someone with sufficient authority to make things happen and should be an advocate for Looked After Children, assessing services and support, and ensuring that the School shares and supports high expectations for them."

#### **At Darrick Wood School the Designated Teacher will:**

- Ensure a welcome and smooth induction for the pupil and their carer, using the Personal Education Plan to plan for that transition in consultation with the pupil's social worker
- Ensure that a Personal Education Plan is completed with the pupil, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Ensure that each Looked After Child has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes. Members of staff who take on this role may need to be supported by someone from the School's pastoral staff. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the School's Designated Teacher for Child Protection.
- Track academic progress and target support appropriately.
- Co-ordinate any support for the Looked After Children that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.

- Encourage Looked After Children to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Promote inclusion in all areas of school life.
- Be aware that 60% of Looked After Children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the School's anti-bullying policy.
- Ensure that the audit on attendance and numbers is returned to the LAC Education Adviser every Term.
- Raise awareness that Looked After Children are automatically entitled to an allowance if they go into the Sixth Form.

### **THE RESPONSIBILITIES OF ALL STAFF**

#### **All our staff will:**

- Have high aspirations for the educational and personal achievement of Looked After Children, as for all pupils.
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively.
- Respond positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable Looked After Children to achieve stability and success within School.
- Promote the self-esteem of all Looked After Children.
- Have an understanding of the key issues that affect the learning of Looked After Children.
- Be aware that 60% of Looked After Children say they are bullied so work to prevent bullying in line with the School's policy.

### **POST LOOKED AFTER CHILD ARRANGEMENTS**

Children who have been adopted from care are defined as "Post Looked After Children". Darrick Wood School recognises that this group of children will potentially face barriers to their learning and undertakes to work with children, parents, the Virtual School Head and other agencies as relevant to ensure that they achieve to the highest level possible.

We actively encourage parents of previously Looked After Children to notify the School so that we further understand any additional needs and can access appropriate funding and support to help meet those needs.

The Designated Person for Post Looked After Children is Ms C Wilson-Hooper

Ms C Wilson-Hooper  
March 2019