

### **Safeguarding Statement**

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **Equality & Diversity Statement**

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

# **LANGLEY PARK SCHOOL FOR GIRLS**

## **LOOKED AFTER CHILDREN POLICY**

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| <b>Approval Body:</b>                         | <b>Full Governing Body</b>                                  |
| <b>Approval Date:</b>                         | <b>Autumn 2024</b>  |
| <b>Implementation Date:</b>                   | <b>Autumn 2024</b>  |
| <b>Designated Person (as appropriate):</b>    | <b>Assistant Headteacher (Designated Safeguarding Lead)</b> |
| <b>Committee with Remit (as appropriate):</b> | <b>Full Governing Body</b>                                  |
| <b>Review Date:</b>                           | <b>Autumn 2025</b>  |

### **Version History**

| <b>Version</b> | <b>Approval Date</b> | <b>Summary of Changes</b>                 |
|----------------|----------------------|---|
| 1.0            | September 2019       | New policy to comply with latest guidance |
| 1.1            | January 2023         | Name changes                              |
| 2.0            | Autumn 2024          | Name changes                              |

# LOOKED AFTER CHILDREN POLICY

## Aims/Purpose

The aim of this policy is to outline how the school promote the educational achievement and welfare of students in care of a local authority (Children Looked After) or those children who have previously been CLA but have been adopted (post adopted CLAs) or placed under a Special Guardianship order (SGO), within a supportive and inclusive school culture.

## Roles & Responsibilities

### The Headteacher and Designated Teacher for CLA

The Headteacher and designated teacher will inform staff of a child's care status and determine the extent to which information is shared with other members of staff.

### The Designated Teacher for CLA

All schools are required to have a Designated Teacher for Children who are Looked After (CLA)

The designated teacher for Children Looked After at Langley Park School for Girls is Mrs Rachel Hurley (Assistant Headteacher, Designated Teacher for Looked After Children and Senior Attendance Champion).

The role of the Designated Teacher is to:

- Maintain a register of children in care of a Local Authority(CLA) and those who are Post adoption CLA or have an SGO.
- Ensure that all relevant education and care information is available to school staff and that this information is kept up-to-date.
- Ensure that all staff, both teaching and associate, are aware of the difficulties and educational disadvantage faced by CLA, adopted and SGO children and understand the need for high expectations and positive systems of support to overcome them.
- Act as an advocate for children in care of a local authority, post adopted CLA or SGO.
- Hold a supervisory brief and monitor the educational progress of all children who are identified at CLA.
- Oversee the smooth induction of a new child at LPGS who is identified as CLA or Post CLA.
- Act as a named person for the child.
- Promote the involvement of these children in extra-curricular activities and intervene if there is evidence of individual underachievement, absence from school etc.
- Ensure that each CLA student has a Personal Education Plan (PEP) and that school-based access to services and support is in place.
- Liaise with the Designated Teacher for Safeguarding and the Safeguarding Team to ensure that support and information is shared with staff where appropriate.
- Help to co-ordinate educational PEP meetings so that they can inform the child's Care Plan and enable the child to contribute to this.
- Attend, or arrange for someone else to attend LAC meetings or strategy meetings for the young person arranged by social care.
- Act as advisor for other staff in the school and for governors on issues relevant to children in care of a local authority, and ensure there is sensitivity to the background of Children Looked After, adopted or who have an SGO especially in work around families, family trees and family values
- Ensure the speedy transfer of information between agencies on individuals and report on the progress of all children in care to social workers and their Virtual School.
- Develop knowledge of Social Care department and Education procedures by attending training events organised by the local authority and cascade training to staff as appropriate

### **The Governing Body**

The named Governor with special responsibility for children in public care is **Mrs Tracey Boanas**. In liaison with the Designated Teacher for CLA, the named Governor will report the following to the Governing Body on an annual basis:

- The number of children in public care
- The test scores, attendance and exclusion rates of the discrete group, compared with those of other students

The named Governor will have knowledge of the status of the children in public care as well as having an overview of their educational needs and progress. The Governing Body should be satisfied that the school's policies and procedures ensure that children in public care have equal access to:

- The National Curriculum
- Additional educational support
- Extra-curricular activities

The Governors will assist the school in looking at whether policies and practice on behaviour, admissions, exclusions, attendance and special educational needs adequately address the needs of children in public care.

### **Confidentiality**

In order to maintain appropriate levels of confidentiality:

- The Headteacher and the Designated Teacher for CLA have responsibility for informing all teaching staff who are in contact with the child of this status.
- As the initial contact for carers and other agencies with the school the school office staff will have knowledge of the child's care status.
- It is appropriate for support staff to have knowledge that the child is being looked after when directly involved in the teaching of the child.
- Other staff may need to know if there are particular concerns that require a whole-school approach. In each case the Headteacher and the Designated Teacher will determine the extent of the information shared. In every case, only information which is critical to the working relationship will be passed on.

### **Admissions**

On admission to LPGS, records will be requested from the previous school, where appropriate, and a meeting held to inform the PEP or attend their last PEP at the school that they are leaving before they start at LPGS.

### **Involving the Child**

In line with best practice, the child will be consulted and involved in decisions about themselves according to their age and understanding and will address the following:

- A child will be made aware that information is being recorded regarding their personal circumstances.
- How this is shared with them will depend on their age and understanding.
- The explanation will emphasise that the school, the Social Worker and the carers are working together to support their education.

### **Involving the Parents/Carers**

Langley Park School for Girls recognise that support from home greatly assists a child's educational progress. We therefore aim to involve parents, carers and those with parental responsibility in an open and positive manner.

Langley Park School for Girls will maintain regular communication with the primary carer and will ensure that copies of reports are forwarded to the Social Worker in addition to the foster carer and any other identified person in accordance with the care plan of the child.

### **Involving Other Agencies**

Langley Park School for Girls recognises that multi-agency working is crucial to the support and progress of children in care of a Local Authority. Therefore:

- The school will work closely with other agencies involved in supporting the achievements and welfare of the child, particularly the Social Worker and where necessary the Virtual School.
- The school will exchange significant information to appropriate personnel between reviews when necessary.

### **Assessment, Planning, Monitoring and Review Procedures**

Class teachers will carry out assessment, planning and monitoring in accordance with general school practice. In addition to this:

- Each student in care of a Local Authority will have a PEP as part of their Care Plan. This will identify basic information, act as a record of progress, identify specific areas of concern and include achievable targets.
- Each student identified as CLA will have a PEP that is reviewed at least every six months.
- The Designated Teacher will maintain an overview of the progress and needs of each child in the care of a Local Authority.

### **Review of Policy**

This policy will be reviewed annually by the Designated Teacher for CLA in partnership with the Full Governing Body.