

Looked After Children and Safeguarding Designated Member of Staff Policy

Aims

The role of schools and of designated members of staff is central to significantly improving the quality of life and the educational achievements of all. To understand about care and the impact upon education is critical if multi-agency working and corporate parenting are to be effective. Governors of The Warriner School are committed to this aim.

Objectives

- To ensure that proper procedures and policies are in place and are followed with regard to safeguarding issues
- To ensure that there is a dedicated resource available for other staff, volunteers and governors to draw upon
- To ensure that there is a senior members of staff designated for safeguarding and looked after children
- To ensure that The Warriner School meets its statutory duty with regard to safeguarding

Roles and Responsibilities

It is the responsibility of the governing body to ensure that senior members of staff are appointed as a safeguarding designated member of staff and a looked after children's teacher, both of whom have the skills and training needed to fulfil their role. It is the responsibility of the headteacher to ensure that all members of staff should be aware of who these post holders are and what their role is. Fuller details pertaining to roles and responsibilities are given in appendix 1 and 2.

The safeguarding designated member of staff should act as a source of advice and coordinate action within the school over safeguarding cases. They will need to liaise with all agencies and build a good working relationship with colleagues from these agencies. The safeguarding designated member of staff should be the first person to whom education staff report cases. It is then the responsibility of the safeguarding designated member of staff to discuss the situation with the headteacher and the relevant agencies.

The looked after children designated teacher should act as a source of advice and coordinate action within the school to ensure that looked after children are making more than expected progress. They also liaise with the virtual school and all relevant agencies and build a good working relationship with colleagues from these agencies.

Monitoring and Evaluation

The effectiveness of this policy will be monitored against the following criteria:

- Compliance with statutory requirements
- Ease of use
- Fitness for purpose
- Feedback from users

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Related Policies¹

Safeguarding, Child Protection and Prevent Policy

Allegations of abuse against staff

Confidentiality Policy

Volunteer/staff Lone Working Protocol

Drafted: October 2016

Reviewed:

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By: Headteacher

Next Review: November 2019

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Appendix 1 - The role of the safeguarding designated member of staff

Introduction

Every school should appoint a senior member of staff as a safeguarding designated member of staff; all members of staff should be aware of who this person is and what their role is. The designated teacher should act as a source of advice and co-ordinate action within the school over cases of abuse. They will need to liaise with all agencies and build a good working relationship with colleagues from these agencies.

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

The designated-member of staff should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support should be given. The designated member of staff should be the first person to whom education staff report cases. It is then the responsibility of the designated member of staff to discuss the situation with the Headteacher and the relevant agencies.

It is not the responsibility of teachers and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed in the procedures established by the Local Authority (LA). The designated member of staff is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA. They must also be able to deal with allegations made against members of staff.

To be effective the safeguarding designated member of staff must:

Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with Social Care and other relevant agencies over cases of abuse and allegations of abuse, regarding children. The Head Teacher is responsible for co-ordinating actions regarding allegations against staff

- Ensure each member of staff has access to and is aware of the school's safeguarding policy. This is essential in respect of staff who are perhaps part time or work with more than one school - such as supply teachers
- Liaise with the Headteacher to inform her of any issues and ongoing investigations and ensure there is always cover for the role
- Ensure the school's safeguarding policy is updated and reviewed annually and work with the designated governor for safeguarding regarding this
- Be able to keep detailed, accurate and secure written records of referrals/ concerns ● Ensure parents see copies of the safeguarding policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child
- Where children leave the school roll, ensure their file is transferred to the new school as soon as possible. If a child leaves and the new school is not known, the LA should be alerted so that these children can be included on the database for lost pupils.

Safeguarding designated members of staff also have an important role in ensuring all staff and volunteers receive appropriate training. The safeguarding designated member of staff should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case to the relevant party within the LA
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors
- Make themselves known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in safeguarding. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately. Appendix 2 - The role of the looked after children designated teacher

Introduction

Every school should appoint a senior teacher as a looked after children designated teacher; all members of staff should be aware of who this person is and what their role is. The looked after children designated teacher should act as a source of advice and co-ordinate action within the school as appropriate for each child. They will take a lead in monitoring the academic progress of looked after children

The personal education plan (PEP)

It is the responsibility of the social worker to initiate and manage the PEP meeting. The PEP should be prepared with the child and carer, in liaison with the social worker and other relevant support workers and agencies, and be linked to the Care Plan meetings. Where appropriate, the PEP should take account of any Individual Education Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), career plan or any other relevant plans. The PEP should inform and be reviewed, concurrently with the Care Plan, i.e. within 28 days, 3 months and 6 months and, at least, every 6 months.

The looked after children designated teacher will:

- Ensure the school's contribution to the development of Personal Education Plans (PEPs) as soon as possible (within 20 days of entering care or joining a new school). It is the school's responsibility to deliver support, and an appropriate curriculum in order that the child can work towards achieving their educational targets.
- Ensure that educational targets in the PEP are SMART and linked to identified needs
- Send a copy of the needs and targets (plus other information where appropriate) from the PEP to relevant colleagues in school
- Keep PEPs and other records up to date, particularly in time to inform review meetings
- Ensure school support systems are in place where they have been agreed in the PEP and that referrals are made to any education agencies that can provide agreed addition support

Relationship with carers

The looked after children designated teacher will:

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- Ensure that the child and carer(s) receive early notification of school meetings, parents' evenings and other events and that communication remains regular and positive. The Home- School Agreement may be adapted to take into account any specific points around communication, transport arrangements and consent signatures
- Liaise over the educational progress of the child and advise how school work can be supported at home
- Understand that some carers do not always feel confident to approach schools and so enable the home/ school relationship to be effective by making themselves and their role known to the carer

Multi-agency working

The looked after children designated teacher will:

- Provide written information to assist planning / review meetings / statutory reviews and ensure representation as far as possible
- Ensure carers/ social workers are aware of out of hours learning so that travel arrangements can be made
- Liaise with the social worker over arrangements for the PEP and who will explain to the looked after children what the purpose of a PEP is
- Liaise with the safeguarding designated member of staff keeping them informed.

