

Windhill21 Children Looked After (CLA) and Children Previously Looked After (CPLA) Policy & Procedures



Key Personnel & Review Details

- **School Name:** Windhill21
- **Designated Teacher for CLA and CPLA:** Heledd Mann
- **Designated Safeguarding Lead (DSL):** Louise Merrell
- **Headteacher:** Sarah Wood
- **Implementation Date:** September 2026
- **Review Date:** September 2027

Policy Purpose & Intention Windhill21 is committed to promoting the educational achievement, welfare, and social-emotional development of all Children Looked After (CLA), Children Previously Looked After (CPLA), Children with a Social Worker (CSW), and children in Kinship Care.

- **Inclusive Culture:** We provide a calm, safe, and supportive environment where every child feels valued, nurtured, and a sense of belonging.
- **Trauma-Informed Practice:** All staff receive training on Attachment-Aware and Trauma-Informed practice to ensure empathy, de-escalation, and relational approaches to behaviour management.
- **Equalities & High Expectations:** We actively mitigate unconscious bias and address overlapping disadvantages (e.g., SEND, poverty) to accelerate educational progress.

Roles & Responsibilities

Headteacher (Sarah Wood) & Governing Body

- Ensure the Designated Teacher holds Qualified Teacher Status (QTS), adequate seniority, and receives a minimum of 2 days of annual training.
- Monitor academic progress and account for the strategic allocation of Pupil Premium Plus (PP+) funding.
- Oversee joint working between the Designated Teacher and DSL to support children with a social worker.
- Complete the annual Report to Governors regarding outcomes for disadvantaged learners.

Designated Teacher for CLA and CPLA (Heledd Mann)

- Lead on Personal Education Planning (ePEP) meetings, ensuring at least 3 reviewed meetings per academic year for every CLA.
- Track attainment and progress using curriculum data, work scrutiny, and teacher feedback.
- Ensure effective use of PP+ funding and coordinate with outside agencies and the Hertfordshire Virtual School.

- Prioritise CLA/CPLA for school-based interventions and ensure they are included in positions of student responsibility.
- Complete the annual Strengths and Difficulties Questionnaire (SDQ) for CLA health reviews.

Designated Safeguarding Lead (Louise Merrell)

- Collaborate with the Designated Teacher to support Children with a Social Worker (CSW) on Child in Need or Child Protection plans.
- Maintain vigilance regarding safeguarding issues and ensure adherence to statutory guidance (KCSIE).

All Teaching & Support Staff

- Deliver Quality First Teaching and implement agreed PEP or SEND targets systematically.
- Adopt relational, trauma-informed strategies, understanding that all behaviour is communication.
- Maintain accurate data and refer concerns promptly to the DT or DSL.

Key Operating Procedures

Admissions & Transitions

- Prioritise CLA and CPLA at admission in accordance with statutory codes.
- Facilitate swift information transfer, early identification of staff mentors/peer buddies, and structured transition plans (including structured "goodbye" activities).

Attendance & Safeguarding

- Monitor attendance closely as a key protective factor.
- Promptly notify the assigned Social Worker, Virtual School, and LA attendance teams if attendance or punctuality issues arise.

Suspensions & Exclusions Prevention

- Make every effort to avoid suspending or excluding CLA/CPLA/CSW due to the increased risk of educational disengagement.
- **Mandatory Action:** Contact the Hertfordshire Virtual School Education Adviser *before* making any decision to suspend a Looked After Child.
- Engage with parents/carers of CPLA prior to considering exclusion to explore alternative options.
- Utilize Hertfordshire Therapeutic Thinking principles to support emotional regulation and risk assessment.

Hertfordshire Virtual School Contact Information

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