



GREAT FINBOROUGH CHURCH PRIMARY

Looked After Children Policy

See Also:

Safeguarding Policy

Child Protection Procedures

Online Safety Policy

Equalities Policy

Data Protection Policy

Behaviour Policy

Anti-Bullying Policy

SEND Policy

Staff and Volunteer Codes of Conduct

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Great Finborough Church Primary

Looked After Children Policy

The governing body of Great Finborough Church Primary is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body recognizes that nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers and is committed to implementing the principles and practice as outlined in DfE guidance including:

- Promoting the Education of Looked After Children and Previously Looked After Children (2018)
- The Designated Teacher for Looked After and Previously Looked After Children

Our School is committed to helping every Child in Care 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 Great Finborough Church Primary is committed to providing quality education for all pupils and will:

- Ensure a designated Teacher for Looked After Children is identified and enabled to carry out the responsibilities identified below
- Ensure a Personal Education Plan (PEP) is put in place, implemented and regularly reviewed in line with the Suffolk Virtual School's guidance on PEPs
- Identify a governor as Named Governor for Looked After Children.

The school understands that children Adopted from Care, children under Special Guardianship Order and children Subject to a Child Arrangements Order remain entitled to Virtual School and Designated Teacher support and will use the Pupil Premium + money received to support their educational outcomes.

RESPONSIBILITY OF THE HEADTEACHER

- Identify a Designated Teacher for Looked After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Looked After Children. OFSTED now select a number of Looked After Children, tracking their results and the support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

RESPONSIBILITY OF THE GOVERNING BODY

- Identify a nominated Governor for Looked After Children.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children.
- Ensure the school has an overview of the needs and progress of Children in Care.
- Allocate resources to meet the needs of Looked After Children.
- Ensure the school's other policies and procedures support their needs.

Procedures: the Governing Body will:

- Monitor the academic progress of Looked After Children, through an annual report (see below).
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Looked After Children achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- Receive regular reports setting out:
 - The number of looked-after pupils on the school's roll (if any).
 - Their attendance, as a discreet group, compared to other pupils.
 - Their SATs scores, as a discreet group, compared to other pupils.
 - The number of fixed term and permanent exclusions (if any).
 - The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

THE ROLE OF THE DESIGNATED TEACHER

The Designated Teacher should be someone with sufficient authority to make things happen, who can advocate for Looked After Children, assess services and support, and ensuring that the school shares and supports high expectations for these children.

Training for Designated Teachers will be available through the Suffolk Virtual School.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker and the Virtual School.
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, in line with the requirements of the Virtual School.
- Ensure that each Child in Care 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 Safeguarding Lead.*
- Track academic progress and target support appropriately
- Co-ordinate any support for the child in care that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage children in care 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.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that a high number 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 attendance of each child in care on the school roll is reported to Welfare call each day.

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 confidentiality with regard to Looked After Children 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 Care.
- Be aware that many Looked After Children say they are bullied so work to prevent bullying in line with the School's policy.