



LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN POLICY 2021

Pikemere Primary School believes that in partnership with Local Authorities as Corporate Parents we have a special duty to safeguard and promote the education of Looked after Children.

Mission Statement

We are committed to providing a happy, caring and stimulating environment for the children, where they will be encouraged to work, to seek high standards and where they will meet a wide range of quality learning experiences that are enjoyable and will help them to grow into independent and highly motivated learners. We aim to promote a positive learning environment where children are respected and nurtured.

AIM

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our Looked after Children and give them access to every opportunity to achieve their potential and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our Looked after Children, by asking the question, '**Would this be good enough for my child?**'

IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated Teacher for Looked after Children who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of Looked after Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training on Looked after Children.

Designated Teacher: Deputy Headteacher

Designated Governor: Chair of Governors supported by the link governor

The Designated Teacher will:

- Maintain an up to date record of all Looked after Children who are on the school roll. This will include:
 - Status i.e. care order or accommodated
 - Type of Placement i.e. Foster, respite, residential

- Name of Social Worker, area office, telephone number
 - Daily contact and numbers e.g. name of parent or carer or key worker in children's home
 - SEN Code of Practice – E= Educational Health Care Plan or K = SEN need
 - Child Protection information when appropriate
 - Baseline information and all test results
 - Attendance figures
 - Exclusions
- Ensure that there is an EHCP – Educational Health Care Plan - for each child/young person, if necessary to include appropriate targets and above information. This must be compatible with the child's/young person's PEP and where applicable include any other school plan, e.g. Statement of Special Education Need, and associated plans, Transition Plan, Pastoral Support Programme.
 - Ensure that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.
 - Liaise with the appropriate Education Support Service for Looked after Children on a regular basis with regard to the performance, attendance and attainment of Looked after Children.
 - Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.
 - Ensure that systems are in place to identify and prioritise when Looked after Children are underachieving and have early interventions to improve this in line with existing school policy.
 - Ensure that systems are in place to keep staff up to date and informed about Looked after Children where and when appropriate.
 - Ensure that Looked after Children, along with all children are listened to and have equal opportunity to pastoral support in school.
 - Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked after Children.
 - Report to the Governing Body annually on the performance of the Looked after Children who are on roll at the school.

The designated Governor should ensure:

- There is a designated teacher for Looked after children
- Children in care have equal access to all aspects of school life, including the National Curriculum, examinations, careers guidance, extra curricular activities, work experience and additional educational support.
- There is an ethos of support and acceptance in the school for children who do not live with their birth families.
- Targets for children in care are realistic but aspirations for these pupils shall be high.
- Where the child/young person is at risk of exclusion, or excluded, they shall be treated in the same way and offered the same support as any other pupil.

To support this, the Designated Governor will ask key questions. See Appendix one.

The Responsibilities of All Staff/the Whole School

- Be aware of their Corporate Parenting responsibility.
- Provide an ethos of acceptance and challenge negative stereotypes.
- Ensure appropriately high expectations of Looked after Children.
- Consult and involve children in the decisions taken about themselves if deemed age-appropriate.
- Be aware that, for many Looked after Children, bullying is an issue; ensure that the school's anti-bullying policy operates.
- Consider how extra academic and pastoral support can be provided for Looked after Children if it is needed.
- Ensure that Looked after Children have every opportunity to participate fully in the national curriculum, examinations, careers guidance, extra curricular activities, work experience and additional educational support.
- Ensure there is sensitivity to the background of Looked after Children in teaching, especially in work on families and/or family trees.
- Respect the confidentiality of Looked after Children and ensure that any information is shared strictly on a need-to-know basis.
- Ensure that behaviour management policies recognise and make suitable provision for the needs and difficulties of Looked after Children.
- Take appropriate action as soon as there may be any problems with behaviour or attendance.
- Involve appropriate carers/parents in home/school arrangements.
- Ensure that any Looked after Children who may have learning difficulties are appropriately supported/assessed/resourced.

All governors and staff will:

- Support the local authority in its statutory duty to promote the educational achievement of Looked after Children.

Monitoring and review

This policy will be reviewed every three years unless there is a change to regulations or processes.

Date Agreed 16th May 2021

Signed _____  _____ Mrs K Hulson, Chair of Governors

Signed _____  _____ Mrs G Reynolds, Headteacher

Review Date Summer 2024

APPENDIX ONE

Questions the school governor should be asking:

- Who knows which children in the school are Looked after? Who should know? What is done with information about Looked after pupils?
- How are Looked after pupils consulted about what they want other pupils and teachers to know about them and why they are in care?
- Who in school has an over-view of their educational needs and progress?
- Who is responsible for liaising with Social Services and ensuring that school has relevant information about the child's care history?
- How do the school's policies and ways of working ensure that Looked after pupils will be given the same opportunities and encouragement as other pupils?
- What training do the school's staff and governors need to help them understand and meet the needs of children in care?
- How do test scores, attendance, exclusion rates etc, for children in care, as a discrete group, compare with those of other pupils?
- Who will draw up an educational plan for the child when he/she enters the school, and monitor progress?
- How does the school communicate with foster families and residential children's units?