

Caroline Haslett Primary School



LOOKED AFTER CHILDREN POLICY

Date of Issue: JUNE 2017

Date of next review: JUNE 2018 (or earlier in the event of legislation changes)

Approved by the Headteacher on: __13th June 2017__

Signed: _____(Headteacher) **Date:** _____

Approved by the Governing Body on: __13th June 2017__

Signed: _____(Chair of Governors) **Date:** _____

The Education of Looked After Children Policy

Introduction

The governing board of Caroline Haslett Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing board recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in 'Promoting the Education of Looked After Children' [Statutory Guidance July 2014] and Section 52 of the Children Act 2004: The duty of a local authority to safeguard and promote the welfare of a child looked after by them includes in particular a duty to promote the child's educational achievement.

Background

Children who are 'looked after' may be

- in care,
- remanded,
- detained,
- accommodated

In care

A child is in care only if a court has granted a Care Order, which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/detained

A child can be remanded or detained when the following are in place:

- an emergency protection order,
- a child has been removed by police using their powers of protection,
- a child has been remanded by a court following criminal court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Accommodated [section 20]

This is a voluntary arrangement because parents are ill, missing, unable to cope or it is part of a child protection plan negotiated with the family. Parents retain parental responsibility.

Characteristics

Looked After Children may (or may not) have some or all the following issues:

- low self esteem
- poor education standards due to time out of school
- delayed social/emotional/ cognitive development
- be bullied or bully others
- be prone to mental health issues
- be isolated with few friends
- behaviour issues
- poor attachments to others.
- have a need to be very private.

This makes them an extremely vulnerable group in terms of education and future life-chances. The governing board of Caroline Haslett Primary School is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- Designated Teacher For Looked After Children
- Personal Education Plans for all Looked After Children
- Staff have a clear understanding of confidentiality and issues that affect looked after children
- Effective strategies support the education of this vulnerable group

Role and responsibility of the designated teacher

The Designated Teacher should:

- be an advocate for Looked After Children when new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status;
 - ensure that a Personal Education Plan (PEP) is completed as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months. A flow chart showing PEP completion is found at the end of this policy;
 - keep PEPs and other records up to date, particularly in time to inform review meetings;
 - ensure that each child in public care (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher);
 - co-ordinate support for the child in the school and liaise with other professionals and carers as necessary;
 - ensure staff receive relevant information and training and act as an advisor to staff and governors;
- information on a need to know basis;

- provide written information to assist planning/review meetings and ensure attendance as far as possible;
- ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive;
- encourage Looked After Children to participate in extra-curricular activities and out of hours learning, where feasible;
- ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded;
- ensure that any returns on looked after children are completed - as requested by the LA.

Roles and responsibilities of all staff

- ensure that any child in public care is supported sensitively and that confidentiality is maintained;
- be familiar with the policy and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary;
- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate;
- as with all children, ensure that no child in public care is stigmatised in any way;
- provide a supportive climate to enable a child in public care to achieve stability within the school setting;
- as with all children, have high aspirations for the educational and personal achievement of Looked After Children
- positively promote the self-esteem of Looked After Children

Role and responsibility of the governing board

The governing board of Caroline Haslett School will:

- ensure all governors are fully aware of the legal requirements and Guidance for Looked After Children;
- be aware of whether the school has Looked After Children and how many (no names);
- ensure that there is a named Designated Teacher for Looked After Children who is enabled to carry out her/his responsibilities in relation to Looked After Children;
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of Looked After Children are met;

- nominate a governor who links with the Designated Teacher, receives regular progress reports, and provides feedback to the governing board. (These reports should not include any names of individual children for child protection and confidentiality reasons)
- review the effective implementation of this policy termly, annually and at least every three years.

Confidentiality

Information on looked after children will be shared with school staff on a 'need to know' basis.

The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Training

The Head Teacher or the Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

This policy will be reviewed annually.

Signed:

Lisa Morris [Chair of Governors]
June 2016

Review June 2017



Personal Education Plan (PEP) completion

Social worker informs school of a child becoming looked after (or a looked after child entering the school)

Date is set for the completion of a Personal Education Plan (PEP).
A copy of the form is sent to the school to enable completion of educational data

PEP meeting takes place within 20 days, involving the social worker designated teacher (or other appropriate staff), carer, representative from the Virtual School and young person if appropriate.

A date is set for the next PEP meeting

Personal education Plan is taken to the child's statutory review and discussed within the wider context of the child's life.

PEP sent by the Designated Teacher to the LAC team