



Looked After Children Policy

2022-2023

INTRODUCTION

The governing body of Rossington St Michael's CE Primary School is committed to ensuring that all children feel welcomed, accepted, achieve and are loved. This governing body recognises that, nationally, there is considerable educational underachievement of looked after children, when compared with their peers, and is committed to implementing the principles and practice, as outlined in "The designated teacher for looked-after and previously looked-after children - statutory guidance on their roles and responsibilities (February 2018) and Section 20 of the Children and Young Persons Act 2008 ("the 2008 Act").

Section 20A of the 2008 Act inserted by section 5 of the Children and Social Work Act.

The Statutory Guidance Definitions:

- A child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014;
- A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangement order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales; and
- A child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society

Some of the challenges faced by Looked After Children are likely to have become significant barriers to their progress, including:

- Not attending school for an extended period.
- Low attainment due to time out of school and other barriers to learning.
- Children may have experienced a fragmented education and may have SEN.
- They may have gaps in their learning and, in many cases the emotional impact of their experiences may result in significant barriers to progress.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

The Designated Teacher should:

- be an advocate for Looked After Children;
- when are new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status;
- Using the relevant system (Welfare Call in Doncaster, although other systems are used by different authorities) ensure that a Personal Education Plan (ePEP) is completed, as soon as possible and within the deadline set by the Virtual School. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies and the Virtual School.
- ensure that each child (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;
- ensure confidentiality for individual children and only share personal 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, parent's 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 Local Authority.

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 and respond appropriately to requests for information to support the completion of ePEPs and other documentation needed as part of review meetings;
- 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 BODY

The governing body of this 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;

- liaise with the Head Teacher to ensure that the Designated Teacher 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 body (These reports should not include any names of individual children for child protection and confidentiality reasons)
- review the effective implementation of this policy, preferably 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 ePEP 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.

PERSONAL EDUCATION PLAN (ePEP) COMPLETION

- The social worker informs school of a child becoming looked after (or a looked after children entering the school)
- A date is set for the completion of a ePEP involving the social worker designated teacher (or other appropriate staff), carer and young person if appropriate. The ePEP is completed on a termly basis.
- The Designated Teacher completes the ePEP and uploads to the system and circulates to relevant school staff