

'With Jesus we can **achieve** what we **dream** and **believe**'

School Mission



Children Looked After Policy

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Definition

'Looked After' is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.

This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of children under section 52 of the Children Act 2004" and associated guidance on the education of Looked After Children.

Governor Responsible: Jeanette Riley

Designated Lead: Mrs Birch

St. Michael's is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers including;

Academic Outcomes

- A high level of disruption and change in school placements
- Lack of involvement in extracurricular activities
- Inconsistent or no attention paid to homework
- Underachievement in further and higher education

We are aware that children looked after constitute a group in the sense that they may share common experiences as a result of having been taken into Public Care, but that they are also individuals and may also face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled.

Aim

The aim of this policy is to promote educational inclusion for children looked after, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally.

Key Principles

- ✓ Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Children Looked After.
- ✓ All Children Looked After will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require
- ✓ Having high expectations for the child and ensuring equal access to a balanced and broadly based education.
- ✓ Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.
- ✓ Achieving stability and continuity
- ✓ Prioritising reduction in exclusions and promoting attendance.
- ✓ Promoting inclusion through challenging and changing attitudes.
- ✓ Promoting good communication between all those involved in the child's life and listening to the child.
- ✓ Maintaining and respecting the child's confidentiality wherever possible.
- ✓ Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Children Looked After.

Responsibility of the Head teacher

- ✓ Identify a Designated Teacher for Children Looked After, 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 Children Looked After and take action where progress, conduct or attendance is below expectations.
- ✓ Report on the progress, attendance and conduct of Children Looked After to all parties involved.
- ✓ 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

- ✓ Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children Looked After.
- ✓ Ensure that the school has an overview of the needs and progress of Children Looked After.
- ✓ Allocate resources to meet the needs of Children Looked After.
- ✓ Ensure the school's other policies and procedures support their needs.
- ✓ 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 Head teacher, the Designated Teacher and other staff in ensuring that the needs of Children Looked After are recognised and met.

Receive a termly report setting out:

1. The number of looked-after pupils on the school's roll (if any).
2. Their attendance, as a discrete group, compared to other pupils.
3. Their Teacher Assessment, as a discrete group, compared to other pupils.
4. The number of fixed term and permanent exclusions (if any).
5. The destinations of pupils who leave the school.
6. 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

- ✓ 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 arrangements are put in place to ensure their needs identified and met.
- ✓ This may include providing basic equipment and resources if necessary and providing appropriate support in meeting uniform requirements if needed.

- ✓ Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- ✓ Maintaining an up-to-date record of the Children Looked After in school, including those in the care of other authorities and ensuring all necessary information is passed to other staff as required
- ✓ Ensure that each Child Looked After 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.
- ✓ Track academic progress and target support appropriately
- ✓ Co-ordinate any support for the Children Looked After that is necessary within school liaising with teaching and non-teaching staff in school, including the person responsible for Child Protection as well as pastoral and subject staff to ensure they are aware of the difficulties and educational disadvantage LACs may face.
- ✓ Establish and maintain regular contact with home, statutory and voluntary agencies. Provide carers with CLA Co-coordinators school mobile phone number for ease of contact.
- ✓ Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- ✓ Promote inclusion in all areas of school life and encourage Children Looked After to join in extracurricular activities and out of school learning.
- ✓ Act as an advisor to staff and Governors, raising their awareness of the needs of Children Looked After.
- ✓ Set up meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- ✓ Ensure the rapid 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.
- ✓ Be aware that 60% of Children Looked After 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 is monitored.

- ✓ Attending training as required to keep fully informed of latest developments and policies regarding Children Looked After.

The responsibility of the all staff

- ✓ Have high aspirations for the educational and personal achievement of Children Looked After, as for all pupils.
- ✓ Maintain Children's Looked After confidentiality and ensure they are supported sensitively.
- ✓ Respond promptly to the Designated Teacher's requests for information.
- ✓ Work to enable Children Looked After to achieve stability and success within school.
- ✓ Promote the self-esteem of all Children Looked After.
- ✓ Have an understanding of the key issues that affect the learning of Children Looked After.

Confidentiality

Information on children looked after 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.

Record Keeping and Information Sharing

The Designated Teacher will keep an up-to-date record of Children Looked After and Young People in school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan will be initiated within 20 school days of the Child Looked After or Young Person starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriate to meet the needs of the CLA/YP. The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly.

Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition.

Pupil Voice

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and

understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

It is important that the young person is supported to complete the Pupil Voice section of the PEP by the Designated Teacher to inform the PEP and Care Plan review meetings

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

Exclusions

St. Michael's School recognises that Children looked After are particularly vulnerable to exclusions.

Where a CLA is at risk of exclusion the school will try every practicable means to maintain the child in school. A multi-professional meeting will be arranged, bringing together all those involved with the young person to discuss strategies to minimise the risk of exclusion. The child or young person's Personal Education Plan will reflect strategies to support the child and where relevant those employed in the Pastoral Support Plan. All relevant measures and resources will be considered to provide support and provide alternative educational packages to prevent an exclusion from happening.

Staff development and training

Arrangements will be made to ensure that the Designated Teacher is kept up to date with developments relating to the education and attainment of Children Looked After.

Other staff will receive relevant training and support to enable them to work sympathetically and productively with Children Looked After, including those who are underachieving or at risk of underachieving or who have additional needs. These may include EAL, being Gifted and Talented or having learning or physical needs.

Teachers with responsibility for Special Educational Needs provision and for children who are Gifted and Talented will be informed of those Looked After Children who have particular gifts, talents or learning needs and will work with them appropriately.

Support and resources

The Governing body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for Looked After Children, meeting the objectives set out in this policy.

Home-school liaison

The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable Children Looked After to achieve their potential.

Open evening as well as PEP and Care Plan review meetings provide opportunities to continue to develop this partnership working.

Admission arrangements

We recognise that due to care arrangements CLA may enter school mid-term and that it is important that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle.

The school recognises that Children Looked After are an 'excepted group' and will prioritise Children Looked After in the school's oversubscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England)).

Links with other agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the Child Looked After or Young Person including Social Care teams; Educational Psychologist; Health Services, CAMHS; Youth Offending Teams.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St. Michael's is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Policy to be reviewed February 2027