



## **Federation of Savile Town CE (C) & Thornhill Lees CE (VC) Infant and Nursery School Looked After Children Policy 2023**

*'In our schools we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.'*

We aim to ensure that children get the maximum benefit from their education. We continuously strive to ensure that everyone in our setting is treated with respect and dignity. Each person in our setting will be given fair and equal opportunities to develop their full potential with positive regards to gender, ethnicity, cultural and religious background, sexuality or disability.

### **Introduction:**

The governing body are 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, and is committed to implementing the principles and practice as outlined by the DFE and Local authority. The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- prioritising education;
- having high expectations;
- inclusion- changing and challenging attitudes;
- achieving continuity and stability;
- early intervention – priority action; and
- listening to children

The guidance introduced two key measures, in order to improve multi- agency co-ordination and improve educational life chances for Looked After Children:

- Designated Teachers for every school
- Personal Education Plans for all Looked After Children

This governing body is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

### **Role and Responsibility of the Designated Teacher:**

The Designated Teacher should:

- Be an advocate for Looked After Children;
- When new to the setting, ensure a smooth and welcome introduction for the child and carer, and note any specific requirements, including care status;
- Ensure that a Personal Education Plan is completed as soon as possible (at least within 20 days of entering care or joining a new setting). 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, where in place. When appropriate, the PEP should take account of any individual Education Plan (IEP) or Individual Behaviour Support Plan (IBP). The PEP should inform and be reviewed, concurrently with the Care Plan i.e. within 28 days, 3 months and 6 months and, at least, every 6 months;

- Keep PEP's and other records up to date, particularly in time to inform review meetings;
- Ensure that each Looked After Child has an identified member of staff that they can talk to (this should be based on the child's wishes and may not necessarily be the Designated Teacher);
- Co-ordinate support for the child in the setting and liaise with other professional 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, parents evenings and other events and that communication remains regular and positive. The Home School Agreement may be adapted to take into account any specific points around communication, transport arrangements and consent signatures.
- 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 setting 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.

### **Roles and Responsibilities of all staff.**

- Ensure that any Looked After Child is supported sensitively and that confidentiality is maintained;
- Be familiar with the guidance on Looked After Children and respond appropriately to requests for information to support the completion of PEP's and other documentation needed as part of the review meetings;
- Respond positively to Looked After child'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 Looked After child is stigmatised in any way;
- Provide a supportive climate to enable a child in public care to achieve stability within the 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 setting will:

- Ensure all governors are fully aware of the legal requirements and Guidance for Looked After Children;
- Be aware of whether the setting has Looked After Children and how many (no names);
- Ensure that there is a named Designated Teacher for Looked After Children;

- Liaise with the Headteacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to Looked After Children;
- Support the Headteacher, 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 provided 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 within the timeframe stated on the School Review Timetable.

### **Monitoring and training**

The Headteacher and Designated teacher will be responsible for ensuring all staff are briefed in the regulations and practice outlined in this policy as necessary. The Governing Body will monitor effectiveness of this policy through the regular feedback to the full Governing body in the Headteacher's Report.