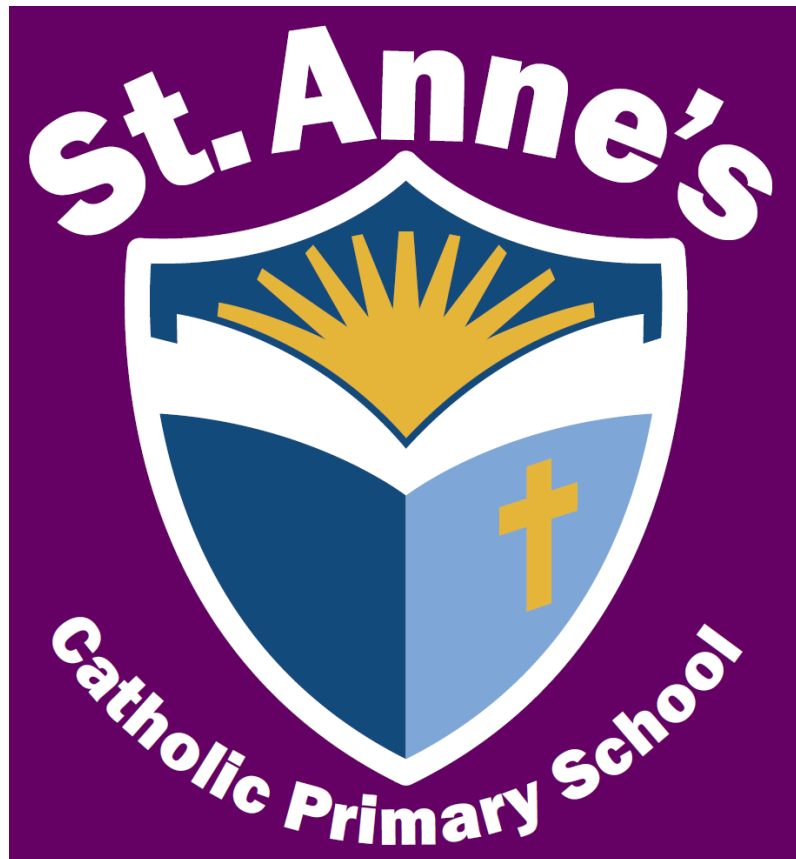


Looked After Children Policy



Reviewed: September 2023
Next Review Date: September 2025

St Anne's Catholic Primary School

Vision, Values and Ethos

At St Anne's we work together to promote a family of learning based on our faith in the Gospel values embedded in love and learning. Everyone at St Anne's is a valued, loved and respected member of our school and parish. We work together to make sure we make our school community, wider community and the world we live in a better place to be.

'Working Together: In faith, learning and love'

Nationally, looked after children (LAC) significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that looked after children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

Helping looked after children succeed and providing a better future for them is a key priority for Gateshead in its role as Corporate Parent and for Gateshead schools.

This policy takes account of:

- The Local Authority's duty under Section 52 of the Children Act 2004 to promote the educational achievement of looked after children. The Education (Admission of Looked After Children) (England) Regulations 2006
- Relevant DCFS guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).
- Children and Young Person's Act 2008
- Statutory Guidance for School Governors – Roles and Responsibilities of Designated Teachers (2009)

Aims of the policy

St Anne's approach to supporting the educational achievement of looked after children is based on the following principles:

- Placing the highest priority on their education
- Promoting attendance
- Having high expectations
- Promoting inclusion
- Aiming to achieve stability and continuity
- Supporting early intervention
- Listening to children
- Promoting health and wellbeing
- Minimising the use of exclusions
- Working in partnership with carers, social workers and other professionals.

As for all our pupils, St Anne's is committed to helping every looked after child to achieve the highest standards they can, including supporting their aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

The school will raise awareness of the needs of looked after children and challenge negative stereotypes about them in order to ensure that they achieve as well as they possibly can and do their personal best in St Anne's School.

Roles and Responsibilities

The Governing Body will:

- Designate a member of staff (Mrs Geddes) to have responsibility to promote the educational achievement of looked after children who are registered pupils at the school.
- Ensure that the designated teacher undertakes appropriate training
- Ensure that all governors are fully aware of the legal requirements and guidance on the education of looked after children.
- Ensure the school has an overview of the needs and progress of looked after children.
- Allocate appropriate resources to meet the needs of looked after children
- Ensure the school's other policies and procedures support their needs
- Monitor the academic progress of looked after children, through an annual report and regular updates.

The Head Teacher Will:

- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of looked after children and take action where attainment, behaviour or attendance is causing concern.
- Report on the attainment, behaviour and attendance of looked after children, tracking their results and the support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance
- Develop a policy for looked after children and ensure it is reviewed regularly.

The Designated Teacher Will:

- Have high expectations of looked after children's involvement in learning and educational progress, promoting a culture of success.
- Make sure that looked after children are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support
- Understand how important it is to see looked after children as individual rather than as a homogeneous group and not to treat them publicly any differently from their peers.
- Be the name contact (or ensure that this function is held by another member of staff) for colleagues and carers within the school community and for colleagues in children's services including social care and health.
- Keep an up to date list of looked after children in school and clearly establish who has parental responsibility
- Develop knowledge of legislation, including the importance of care planning, relating to looked after children and of children's services procedures through a variety of means including attending multi-agency training
- Be aware that the specific needs of looked after children should be communicated sensitively to appropriate staff, both teaching and non-teaching, and have regard to confidentiality.
- Have lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) within school in partnership with others as necessary
- Make sure that the PEP is an effective tool to help the school do everything possible to support the young person's educational progress
- Assess a young person's specific educational needs promptly when a child at the school becomes looked after, or when a looked after child joins the school either at the beginning of, or during, the school year
- Liaise with looked after children's education support team (REALAC) as appropriate, but in particular about children who are new into care or when a looked after child joins the school.
- Advise on systems and strategies, including recording of progress, to be put in place to support attendance and achievement
- Promote the involvement of looked after children in school clubs and extracurricular activities in accordance with their interests and attitudes
- Liaise with other designated teachers at key points of transition such as moving key stages or to a new school
- Promote good home-school links through contact with the child's carer and social worker about how they can support his or her progress

All staff will:

- Have high aspirations for the educational and personal achievement of looked after children
- Maintain looked after children's confidentiality and ensure they are supported sensitively
- Respond promptly to the designated teacher's requests for information
- Work to enable looked after children to achieve stability and success within school
- Promote the self-esteem of all looked after children
- Have an understanding of the key issues that affect the learning of looked after children