



**Adel Primary School**

**Children Looked After Policy**

### Version Control

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### Change History

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## 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 Children Looked After.

**Governor Responsible: David Gilliard**

**Designated Lead: Tamsin Benning**

Adel Primary recognises that all pupils are entitled to a balanced, broad-based curriculum and aims to promote the educational achievement and welfare of pupils in public care. The school and the governing body welcomes CLA who may be looked after by our local authority or those who may be in the care of another authority but living in Leeds.

Adel Primary School's approach to encouraging and supporting the educational achievement of Looked After Children is based on the following principles:

- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked After children.
- 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.
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- 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 Looked After Children.

## Rationale

Adel Primary School recognises that Children Looked After can experience specific and significant disadvantage within a school setting, and is committed to ensuring that they reach their potential in all areas. We are aware that Children Looked After may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities and obtaining correct uniform and equipment. Adel Primary School recognises that Children Looked After may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Educational experience of all children should be positive and Adel Primary aims to provide a learning environment in which every Child Looked After can be successful. We believe that this school has a major part to play in ensuring that CLA are healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

## 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: The Education (Admission of Looked After Children England) Regulations 2006. Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).
- 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 (or annually if no CLA in school) 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.

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 that 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 Looked After Children 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 CLAs may face.
- Establish and maintain regular contact with home, statutory and voluntary agencies.
- 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.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- 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 Looked After's 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.

- Be aware that 60% of Children Looked After say they are bullied, so work to prevent bullying in line with the School's policy.

## 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 an initial 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.

It is vital that the Child Looked After or Young Person is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

## 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.

Please refer to the school's Behaviour Policy for more information.



## 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.

## Support and resources

The Governing body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for Children Looked After, 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.

## 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.

## 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. Adel Primary School 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.

## Equality Impact Assessment

		Yes/ No	Comments
<b>1.</b>	<b>Does the policy / guidance affect one group less or more favourably than another on the basis of:</b>		
	• Race	No	
	• Ethnic origins (including gypsies and travellers)	No	
	• Nationality	No	
	• Gender	No	
	• Culture	No	
	• Religion or belief	No	
	• Sexual orientation including lesbian, gay and bisexual people	No	
	• Age	No	
<b>2.</b>	<b>Is there any evidence that some groups are affected differently?</b>	No	
<b>3.</b>	<b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b>	No	
<b>4.</b>	<b>Is the impact of the policy/ guidance likely to be negative?</b>	No	
<b>5.</b>	<b>If so, can the impact be avoided?</b>	N/A	
<b>6.</b>	<b>What alternatives are there to achieving the policy/ guidance without the impact?</b>	N/A	
<b>7.</b>	<b>Can we reduce the impact by taking different action?</b>	N/A	