



Farnborough Road Infant School **Children who are Looked After Policy**

“Learning, Caring and Achieving Together”

The Governing body of Farnborough Road Infant School is committed to providing quality education for all its pupils, based on equality of access, opportunity and outcomes. We fully subscribe to the Government's aim that it is our:

“ duty to safeguard looked after children, to promote their educational achievements and to ensure they are able to achieve and reach their full potential”

For Children who are Looked After (LAC) it is nationally recognised that there is considerable educational underachievement when compared with their peers and this governing body is committed to implementing the principles and practice as outlined in:

- **Promoting the Educational Achievement of Looked After Children: Statutory Guidance for Local Authorities (2010)**
When a child becomes looked after, either on a short-term or long-term basis, it is the duty of the Local Authority as a corporate parent, to safeguard and promote his or her welfare. This means that alongside planning secure and reliable care and responding to the child's need to be well and healthy, local authorities have a specific responsibility to support their educational achievement.
- **DfEE Circular 0269/2000**
- **DfEE/DOH Guidance on the Education of Children and Young People in Public Care 2000**
- **S52 Children Act 2004** – Duty on local authorities to promote the education of looked after children actively fulfilling their legal responsibilities to implement this duty.
This legislation established the principle that the welfare of the child is paramount, and placed a general duty on local authorities to safeguard and promote the welfare of children within their area.

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 2000 Guidance introduced key measures in order to improve multi-agency coordination and improve the educational life chances of Looked After children. These included

- **Designated Teachers for Looked after Children**
- **Development and use of a Personal Education Plan for each looked after child.**

The governing body is committed to ensuring that the following roles and responsibilities are carried out effectively to in order to fulfill the school's duty regarding these pupils.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

The Designated Teacher should:

- be an advocate for Looked After Children;
- when new to the school, ensure a smooth and welcome induction 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 school). 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. Where appropriate, the PEP should take account of any Education Health Care Plan, SEN Support Plan or Pastoral Support Plan (PSP). The PEP should inform and be reviewed, concurrently with the Care Plan, ie: within 28 days, 3 months and 6 months and, at least, every 6 months;
- keep PEPs 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 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. 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 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.

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 PEPs and other documentation needed as part of 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 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 every three years.

TRAINING

The Head Teacher / Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

This policy will be reviewed regularly.

Updated November 2023

Signed _____ **Date** _____ **Headteacher**

Signed _____ **Date** _____ **Chair of Governors**