



Looked After Children Policy

Mission Statement (5 Promises)	
Keep Everyone LEARNING	<p><i>Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.</i></p> <p>God invites us to promise; to keep everyone learning</p>
Keep Everyone INCLUDED	<p><i>Because God calls us to love our neighbour we respect and include each other and develop the skills of confidence, resilience, independence, empathy and understanding.</i></p> <p>God invites us to promise; to keep everyone included</p>
Keep Everyone SAFE	<p><i>Because God shows us the best way to live we get to know ourselves and learn how to be safe.</i></p> <p>God invites us to promise; to keep everyone safe</p>
Look After the World Around Us	<p><i>Because God calls us to live as faithful members of the community we respect the world around us.</i></p> <p>God invites us to promise; to look after the world around us</p>
Be Honest	<p><i>Because God calls us to be like him we get to know ourselves and learn to respect the truth.</i></p> <p>God invites us to promise; to be honest</p>

Approved by	Approval date	Review date
SDC	30 th April 2018	April 2020

This policy should be read in conjunction with the updated Statutory Guidance for Designated Teachers.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

This policy is also written in support of the Nottinghamshire County Council Partnership Strategy (2018) <https://app.governorhub.com/document/5ad705f8310aee4e3d1a9f85/view>

Aims

We share a commitment and vision with other services to provide all children with the best possible start in life. As they prepare for their next stage in education, we want to inspire our young people to fulfil their ambitions and dreams.

- We want our children to have every opportunity and the support they need to be the best they possibly can be.
- We will give our children strong roots of stability, love, encouragement, positive relationships and healing from past harm.
- We will give our children wings of resilience, ambition, aspirational goals and practical and emotional support.

The vision in the Partnership Strategy for Looked After Children and Care Leavers is underpinned by six ambitions that reflect the high aspirations and expectations that we have for every looked after child and care leaver:

- a) Looked after children and care leavers are safe and feel safe
- b) Looked after children and care leavers experience good physical, emotional and mental health & wellbeing
- c) Looked after children and care leavers fulfil their potential
- d) Looked after children and care leavers make a positive contribution to their communities
- e) Looked after children and care leavers have a successful transition to adulthood
- f) Looked after children and care leavers achieve sustained and fulfilling employment and economic independence

At Holy Family Catholic Primary School we aim for consistency, responsiveness, understanding and stability. We believe that their education in the primary years may make all the difference and can be a real protective factor in promoting the positive outcomes necessary to achieve promising futures and successful lives.

The Voice of the Child

- Be available, take the time to get to know me.
- Notice if I am upset or angry and listen to me when I need help.
- Understand that even though I've had a different past than most people, it doesn't mean I need to be treated differently.
- Understand my experience of being looked-after.
- Understand that my past will affect my present and my future behaviour even if I don't notice.

Role of LAC Designated Teachers

The governing body of this school feel that the Headteacher, Rachel McEvoy, has the necessary experience and seniority to act as a champion for the needs of looked-after and previously looked-after children. As part of this role she will ensure the necessary training and updates of all staff working with the children.

The designated teacher will:

- 1) be a central point of initial contact within the school to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
- 2) work with Virtual Schools to promote the education of looked-after and previously looked-after children
- 3) promote a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.
- 4) take lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked after children learn and achieve and how the whole school supports the educational achievement of these pupils.
- 5) ensure whole school policies reflect the needs of the looked after or previously looked after children in school such as admissions, attendance, behaviour, SEN and child protection.
- 6) promote good home / school links.
- 7) have lead responsibility for the Personal Education Plan (PEP)
- 8) listen to the views of the child.

Supporting Educational Achievement

At this school we all:

- have high expectations of looked-after and previously looked-after children's learning and set targets to accelerate educational progress;
- are aware of the emotional, psychological and social effects of loss and separation (attachment) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences,
- use training and support to understand how attachment difficulties might affect the child's behaviour;
- treat all children equally and show sensitivity about who else knows about their looked-after or previously looked-after status;
- appreciate the importance of the Personal Education Plan in helping to create a shared understanding between the child, the teachers, carers and social workers
- understand the importance of involving the child's parents or guardians in decisions affecting their child's education.

Personal Education Plans

If a child becomes looked after the designated teacher will be notified and receive an up to date PEP with all the necessary details relating to the child, their progress and how they learn best. The staff will work together to ensure the PEP is implemented without delay. This will involve the SENCO, the class teacher and teaching assistants. The PEP, as well as being part of the overall care plan for the child, is part of the looked after child's official school record.

The staff will work together with the designated teacher to ensure the child's progress is rigorously monitored and evaluated and quickly judge whether intervention strategies are working to support achievement and wellbeing. If the child is not on track to meet the targets the plan will be reviewed and further interventions put in place. This will be noted in the PEP.

The Independent reviewing Officer will ask about the child's educational progress at each statutory review.

Pupil Premium Plus (PP+)

Looked-after children and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding. This is additional funding provided to help improve the attainment of looked-after and previously looked-after children and close the attainment gap between this group and their peers. All pupil premium spending should take account of the specific needs of eligible pupils. Looked-after and previously looked-after children's needs can be very different to others eligible for Pupil Premium. The extra funding provided by the PP+ reflects the significant additional barriers such as mental health difficulties faced by looked-after and previously looked-after children. At Holy Family Catholic Primary School this has previously included funding for adults who will work with children on activities to build trust and form stable relationships. Funding is also used to support educational visits and extended school activities. Policies in school reflect this.

The funding is managed by Virtual School Head (VSH) for the purpose of supporting their educational achievement. This is applied for by the school.

The Virtual School Co-ordinator is Sue Denholm 0115 8040629 sue.denholm@nottsc.gov.uk

Private Fostering

A private fostering arrangement is essentially one that is made without the involvement of a Local Authority for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative for **28 days** or more for these purposes a close relative is defined as a grandparent, brother, sister, uncle or aunt (whether of the full blood or half blood or by marriage or civil partnership) or step-parent"). Privately fostered children are a diverse and sometimes vulnerable group which includes:

- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Asylum-seeking and refugee children;

- Teenagers who, having broken ties with their parents, are staying in short-term arrangements with friends or other non-relatives (sometimes called 'sofa surfas');
- Language students living with host families.

Under the Children Act 1989, private foster carers and those with [Parental Responsibility](#) are required to notify the local authority of their intention to privately foster or to have a child privately fostered, or where a child is privately fostered in an emergency.

Teachers and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the arrangement has been or will be notified.

It is the duty of every local authority to satisfy itself that the welfare of the children who are privately fostered within their area is being satisfactorily safeguarded and promoted. The local authority must also arrange to visit privately fostered children at regular intervals. All arrangements and regulations in relation to private fostering are set out in the Children (Private Arrangements for Fostering) Regulations 2005. Children should be given the contact details of the social worker who will be visiting them while they are being privately fostered.

This policy refers to legislation below.

- Section 20 of the Children and Young Persons Act 2008 (“the 2008 Act”).
- Section 20A of the 2008 Act inserted by section 5 of the Children and Social Work Act 2017 (“the 2017 Act”).
- Section 2E of the Academies Act 2010 inserted by section 6 of the 2017 Act.
- The Designated Teacher (Looked-After Pupils etc.) (England) Regulations 2009.