



**CHILDREN LOOKED AFTER POLICY**  
**AUTUMN 2016**

Pinewood Infant School recognises that it has a duty under Section 26 of the Counter-Terrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism. The Prevent Lead is the Head Teacher.

**Introduction**

The governing body of Pinewood Infant School is 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 in 'Guidance on the Education of Looked After Children' (May 2000) and Section 52 of the Children Act 2004.

Children who are 'looked after' may be 'Accommodated', 'In Care' or 'remanded/detained' as follows.

Accommodated (Section 20)

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care

A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/detained

A child can be remanded or detained as in the following:-

- an emergency protection order
- removed by police using their powers of protection
- remanded by a court following criminal charges
- a court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months

Children Looked After may /or may not have some or all the following issues:-

- low self esteem
- poor education standards due to time out of school
- delayed social/emotional/cognitive development
- be bullied or bully others

- be prone to mental health issues
- be isolated with few friends
- have behaviour issues
- poor attachments to others
- have a need to be very private

This makes them an extremely vulnerable group in terms of education and future life-chances.

The governing body of Pinewood Infant School is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- a Designated Teacher for CLA
- Personal Education Plans for all CLA
- all staff have a clear understanding of confidentiality and issues that affect looked after children
- effective strategies that support the education of this vulnerable group

#### ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER/SENCo

The Designated Teacher should:

- be an advocate for Children Looked After.
- 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 (PEP) is completed, as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other agencies. This will be reviewed on a 6 monthly basis.
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary.
- provide information on looked after children will be shared with school staff on a 'need to know basis'
- 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.
- encourage Children Looked After 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.
- ensure that any returns on looked after children are completed- as requested by the LA

#### ROLES AND RESPONSIBILITIES OF ALL STAFF

- ensure that any child in public care is supported sensitively and that confidentiality is maintained.
- to provide information to support completion of PEP's and other documentation needed as part of review meetings.

- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate.
- ensure that no child in public care 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 Children Looked After
- positively promote the self-esteem of Children Looked After

#### 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 Children Looked After.
- be aware of whether the school has Looked After Children and how many
- ensure that there is a named Designated Teacher for Children Looked After.
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of Children Looked After are met.
- nominate a governor who links with the Designated Teacher/SENCO
- review policy annually

#### TRAINING

The Head Teacher or the 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 annually.