



**COLESHILL** *C of E*  
**PRIMARY SCHOOL**  
AND **NURSERY**



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust

# Looked After Children Policy

Policy developed by: Matthew Edwards

Committee: Local Academy Board

Date of adoption: September 2024

Chair of committee signature:

Frequency of reviews: Three Years

## Reviews

| Date of Review | Chair of LAB |
|----------------|--------------|
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## Coleshill CE Primary School Vision

Our school's purpose is built upon the fundamental principle that every child matters to God and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to hope, aspiration and fulfilment.

We believe our school should be a place where we all want to be; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring children flourish physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

### INTRODUCTION

The Local Academy Board of Coleshill CE Primary School is committed to providing quality education and welfare for all its pupils, based on equality of opportunity, access and outcomes. This LAB 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's 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.

#### Potential Issues for Looked After Children

Looked after children 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 LAB of Coleshill CE Primary 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 Looked After Children
- Personal Education Plans for all Looked After Children.
- all staff have a clear understanding of confidentiality and issues that affect looked after children.
- effective strategies that supports the education of this vulnerable group.

#### ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

The Designated Teacher should:

- be an advocate for Looked After Children;
- 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 relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months;
- be accountable for the implementation and review of the educational plan to ensure children meet the targets
- keep PEPs and other records up to date, particularly in time to inform review meetings;
- ensure that each child in care (if they wish) has an identified member of staff that they can talk to (based on the child's request, 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, parents evenings and other events and that communication remains regular and positive.
- 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.
- ensure that any returns on looked after children are completed – as requested by the LA
- monitor and track data and progress scores of this group of children and provide analysis compared to other groups

#### ROLES AND RESPONSIBILITIES OF ALL STAFF

- ensure that any child in public care is supported sensitively and that confidentiality is maintained;
- be familiar with the 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 a child in public care'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 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 Looked After Children
- positively promote the self-esteem of Looked After Children
- have high expectations for academic achievements and also personal achievements

#### ROLE AND RESPONSIBILITY OF THE LOCAL ACADEMY BOARD

The LAB 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 LAB (These reports should not include any names of individual children for child protection and confidentiality reasons)
- review the effective implementation of this policy, preferably annually
- review the effective implementation of this policy, preferably annually and at least every three years.
- monitor progress and attainment of all LAC children within the school

#### 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 the PEP meeting.

Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

#### 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. The Head Teacher or Designated Teacher will attend all relevant training in relation to LAC.

#### PERSONAL EDUCATION PLAN (PEP) COMPLETION

- Social worker informs school of a child becoming looked after (or a looked after children entering the school)
- Date is set for the completion of a Personal Education Plan (PEP).
- A copy of the form is sent to the school to enable completion of educational data PEP meeting takes place within 20 days, involving the social worker designated teacher (or other appropriate staff), carer and young person if appropriate.
- A date is set for the next PEP meeting
- Personal Education Plan is taken to the child’s statutory review and discussed within the wider context of the child’s life.
- PEP sent by social worker to the LAC team

Designated teacher at time of policy (September 2024): Matthew Edwards, Headteacher.

Agreed by Local Academy Board Members: September 2024

Review Date: September 2027