



HIGHGATE PRIMARY SCHOOL

Policy for the Education of Children Looked After

December 2021

Introduction

The governing body of Highgate Primary 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 Looked After and is committed to implementing the principles and practice, as outlined in Statutory guidance on roles and responsibilities 'The designated teacher for looked after and previously looked-after children' February 2018, issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008.

For the purpose of this policy, 'Children Looked After' includes children who are Previously Looked After (Appendix 1)

Children Looked After may have some or all the following vulnerabilities:

- Low self esteem
- Poor educational development
- Delayed social/emotional/ cognitive development
- Be bullied or bully others.
- Mental health issues
- Be isolated
- 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 Highgate Primary School is committed to ensuring that these children are supported and that the following are in place, and are working effectively:

- A Designated Teacher For Children Looked After
- Personal Education Plans for all Children Looked After
- All staff have a clear understanding of confidentiality and issues that affect Children Looked After
- Effective strategies that support the education of this vulnerable group

Role and Responsibility of the Designated Teacher

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 relevant support workers/agencies, and be linked to the Care Plan meetings, within 20 days, 3 months and 6 months and, at least, every 6 months thereafter (Appendix 2)
- Maintain close links with the Virtual School Head, sharing information as required
- Keep PEPs and other records up to date, particularly in time to inform review meetings
- Ensure Pupil Premium Plus (PP+) spending takes account of the specific needs of eligible pupils (Appendix 3)
- Ensure that each child in public care (if they wish) has an identified member of staff that they can talk to (this should be 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 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 Children Looked After are completed – as requested by the LA.

Roles and Responsibilities of Staff

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained
- Be familiar with the PEP 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 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 the number of Children Looked After in the school (no names)
- Ensure that there is a named Designated Teacher for Children Looked After
- Liaise with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to 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, 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, preferably annually and at least every three years.

Confidentiality

Information on Children Looked After 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.

Links to other policy documents

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Pupil Premium Policy
- Intimate Care Policy
- Guidance on the Use of Touch
- Anti-bullying Policy
- Behaviour Policy
- Collection of Children Policy
- Attendance Policy

Staff Responsible

William Dean	Headteacher
Rebecca Lewis	Deputy Headteacher and Designated Teacher for Children Looked After

Policy Monitoring and Review

A copy of this guidance is available to all staff and parents and is published on the school website. Parents will be made aware of this policy when their child is admitted to this school.

This policy is reviewed every two years by the Governors’ Safeguarding Committee.

Appendix I

For the purposes of this guidance:

- a child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014;
- a previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person 3, or has been adopted from 'state care' outside England and Wales;
- and a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Under the Children Act 1989, a child is looked after by a local authority if s/he is in their care or is provided with accommodation for more than 24 hours by the authority. They include the following: (i) children who are accommodated by the local authority under a voluntary agreement with their parents (section 20); (ii) children who are the subject of a care order (section 31(1)) or interim care order (section 38); and (iii) children who are the subject of emergency orders for the protection of the child (section 44).

Appendix 2

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 Children Looked After team.

Appendix 3

Guidance on Use of 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. Whilst there will be some overlap with needs of economically disadvantaged children who attract the pupil premium, 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 faced by looked-after and previously looked-after children. The Designated Teacher has an important role in ensuring the specific needs of looked-after and previously looked-after children are understood by the school's staff and reflected in how the school uses PP+ to support these children.

For looked-after children, PP+ funding is managed by the Virtual School Head (VSH) for the purpose of supporting their educational achievement. The VSH and schools, including the Designated Teacher, should work together to agree how this funding can most effectively be used to improve looked-after children's attainment. All PEPs should include information about how that looked-after child is benefitting from the use of PP+ funding to improve their attainment.

For previously looked-after children, PP+ funding is managed by the child's school. The amount a school receives is based on the number of eligible children recorded in the school's annual January School Census return to the Department for Education.

For children both looked-after and previously looked-after, PP+ is not a personal budget for individual children. The VSH and school manage their PP+ allocation for the benefit of their cohort of looked-after or previously looked-after children and according to children's needs.

The Designated Teacher should:

- Liaise with the VSH so that the Designated Teacher can contribute to decisions about how PP+ will support improving the child's educational outcomes
- Help raise the awareness of the parents and guardians of children previously looked-after of the PP+ and other support for children previously looked-after - this includes encouraging parents of eligible children previously looked-after to tell the school if their child is eligible to attract PP+ funding
- Play a key part in decisions on how the PP+ is used to support children previously looked-after
- Encourage parents and guardians' involvement in deciding how the PP+ is used to support their child and be the main contact for queries about its use.

The PP+ can be used to facilitate a wide range of educational support for children looked-after and previously looked-after. It is important that interventions supported by PP+ should be evidence based and in the best interests of the child.