



# **Looked After Children Policy**

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## Safeguarding

Claygate Primary School fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Child Protection Person who have local contact details for PREVENT and Channel referrals. In order to ensure that we comply with the spirit of the Single Equality Act 2010 and the nine protected characteristics in the act, we will endeavour to make as many reasonable adjustments as is appropriate.

This policy is compliant with section 89 of the Education and Inspections Act 2006.

## Introduction

The policy is informed by the following Department for Education (DfE) document:

The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_lookedafter\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_lookedafter_and_previously_looked-after_children.pdf) (DfE February 2018)

The governing body of Claygate Primary School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes.

The governing body recognises the need to champion performance, for Looked After Children (LAC) and previously looked after children (PLAC) and is committed to improving outcomes for them.

The governing body is committed to ensuring that LAC and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A Designated Governor for LAC and PLAC
- A Designated Teacher for LAC and PLAC
- Personal Education Plans (PEPs) for all LAC
- The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC.
- All staff in school will have a clear understanding of the issues that affect LAC and PLAC; their learning needs; how to support them in school and issues relating to confidentiality.
- Policies, procedures and strategies to promote the achievement and wellbeing of this vulnerable group.

## **The Role of the Designated Teacher for Looked-After and Previously Looked-After Children**

1. The designated teacher is the central point of initial contact within Claygate Primary School. They ensure 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. The designated teacher has a leadership role in promoting the educational achievement of every LAC and PLAC on the school's roll. This involves, working with the Virtual School Team to promote the education of LAC and PLAC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
3. Where elements of the role are shared between the Designated Teacher and the Operational LAC Leads, the Designated Teacher will ensure that the responsibilities of each person are made clear within school and beyond, and that effective communication between the roles takes place.
4. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how LAC and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils.
5. The designated teacher promotes the educational achievement of LAC and PLAC by contributing to the development and review of whole school policies.
6. The designated teacher promotes a culture in which LAC and PLAC:
  - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
  - Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support.
  - Are encouraged to participate in school activities and in decision making within the school and the care system.
  - Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
7. The designated teacher is a source of advice for:
  - differentiated teaching strategies appropriate for individual pupils who are LAC or PLAC
  - Assessment for Learning (AfL) approaches to improve the short and medium term progress of LAC and PLAC,
  - to help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
8. The designated teacher
  - works directly with LAC and PLAC and their carers and parents to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.

- has lead responsibility for the development and implementation of PEPs for LAC within school in partnership with others as necessary
- is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Team as outlined in the PEP guidance.
- should ensure that the school spends the allocated Pupil Premium Plus Grant for the benefit of the LAC and PLAC cohort and can account for the impact of this Grant on the outcomes of the cohort.
- works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns are quickly and effectively responded to.
- is aware that the Virtual School Team can provide information and advice to parents and designated teachers on meeting the needs of PLAC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, and must gain authorisation from parents to discuss their child with the Virtual School Team for advice on meeting their individual needs.

## **Roles and Responsibilities of all Staff**

All CPS staff will:

- have high expectations of LAC and PLAC's learning and set targets to accelerate educational progress;
- be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
- understand how important it is to see LAC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their LAC / PLAC status;
- appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- 5.have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
- for PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

## **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 LAC and PLAC;
- ensure that there is a named designated teacher for LAC and PLAC;
- ensure that the school has a policy outlining how they plan to spend the Pupil Premium Plus Grant for LAC and PLAC, including plans for any pooling of the funding;
- through the designated teacher, hold the school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress;

- be aware of whether the school has LAC and PLAC and how many (no names);
- liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to LAC and PLAC;
- ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Most Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC;
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of LAC and PLAC are met;
- review the effective implementation of this policy, preferably annually and at least every three years.

CPS Designated Governor: Sarah Edwards

CPS Designated Teacher: Marita Cunniffe