



Deanery C.E. Primary School
Academy Status

Looked After Children Policy

March 2024

The Deanery School Christian Ethos

Our School Motto – 'Ad Majorem Dei Gloriam'
Translated this simply means 'To the Greater Glory of God'.

Vision

We believe that everything we do is a faithful response to God's faithfulness, shown to us through Jesus Christ. Our vision is to reflect God's Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God's heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School Culture

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another. Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- To enable each child to value themselves and have aspirations for the future.
- To recognise everyone's place in the wider community

INTRODUCTION

The governing body of Deanery C. E. Primary 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 DfEE Circular 0269/2000 and DfEE Guidance 2000. The Guidance recognises the collective responsibility of local authorities and school to achieve good parenting and sets out six principles:

- prioritising education;
- having high expectations;
- inclusion – changing and challenging attitudes;
- achieving continuity and stability;
- early intervention
- priority action
- listening to children

The guidance introduced two key measures, in order to improve multi-agency co-ordination and improve educational life chances for Looked After Children (LAC):

- Designated Teachers for every school
- Personal Education Plans for all LAC

This governing body is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

- to be an advocate for LAC;
- 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 (at least within 20 days of entering care or joining a new school). 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, where in place. Where appropriate, the PEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Target Plan (ITP), Career Plan or any other relevant plans. The PEP should inform and be reviewed concurrently with the Care Plan, ie: within 28 days, 3 months and 6 months and, at least, every 6 months;
- keep PEP's and other records up to date, particularly in time to inform review meetings; - by the end of the third month in care
- ensure a baseline assessment form is completed and returned to the School Improvement Advisor (SIA) for LAC;
- ensure that each LAC has an identified member of staff that they can talk to (this should be based on the child's wishes 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 the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive. The Home School Agreement may be adapted to take into account any specific points around communication, transport arrangements and consent signatures;
- encourage LAC 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 then the child transfers;
- seek urgent meetings with relevant parties where the child is experiencing difficulties and / or is in danger of being excluded;

ROLES AND RESPONSIBILITIES OF ALL STAFF

- ensure that any LAC is supported sensitively and that confidentiality is maintained;
- be familiar with the Guidance on LAC and respond appropriately to requests for information to support the completion of PEP's and other documentation needed as part of review meetings;
- respond positively to a LAC 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 LAC 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 LAC;
- Positively promote the self esteem of LAC.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

- ensure all governors are fully aware of the legal requirements and guidance for LAC;
- be aware of whether the school has LAC and how many (no names);
- ensure that there is a named Designated Teacher for LAC.
- liaise with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her / his responsibilities in relation to LAC;

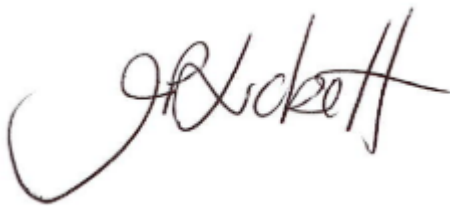
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of LAC are met;
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body. These reports should not include any names of individual children for child protection and confidentiality reasons;
- review the effective implementation of this policy, preferably annually and at least every three years.

TRAINING

The Head Teacher, Designated Teacher and Professional Development Co-ordinator will be responsible for ensuring all staff are briefed on the regulation and practice outlined in this policy.

Policy reviewed by Mrs Jayne Lockett

March 2024

A handwritten signature in black ink, appearing to read 'J Lockett', with a large, sweeping flourish at the end.

Approved by Jayne Lockett, Head Teacher

Presented to the Governing Body