

**Headteachers:**  
**Mrs M. Adams MA**  
**Mrs M. Constantinou BEd**



Littlegrove, East Barnet, Herts EN4 8SR  
t: 020 8449 5856  
e: [office@stmarysen4.barnetmail.net](mailto:office@stmarysen4.barnetmail.net)  
[www.stmarysen4-barnet.co.uk](http://www.stmarysen4-barnet.co.uk)



## Looked After Children Policy

### VISION

**At St. Mary's, inspired by Christian values, we are excited by our learning, proud of our achievements, determined to be the best we can be and caring for all God's creations.**

### VISION IN CHILD SPEAK

**I am inspired by Christian values, excited about my learning, proud of my achievements, determined to be the best I can be, caring for all of God's creations.**

### MISSION

- **With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of gospel values in action through worship and across the curriculum**
- **Through excellent teaching we will deliver an inspirational curriculum**
- **We will enable every child to make the very best progress**
- **We will work in partnership with children and families to further promote confidence and self esteem**
- **We will prepare children to confidently face the challenges of growing up in the 21<sup>st</sup> Century**
- **We will provide children with an understanding of local, national and global communities and faiths.**

## **Safeguarding Statement of Intent**

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at the school. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

St Marys Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people through rigorous application of Safer Recruitment processes. All applications for staff positions in the school are thoroughly vetted in accordance with policy. DBS checks are undertaken for all staff and for volunteers who work on a regular basis in school.

## **INTRODUCTION**

The governing body of St. Mary's 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 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.

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 governing body of St. Mary's 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;
- 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 28 days, 3 months and 6 months and, at least, every 6 months. A flow chart showing PEP completion is found in Appendix 1 and a PEP checklist for the Designated Teacher can be found in Appendix 2 of this policy
- keep PEPs and other records up to date, particularly in time to inform review meetings;
- 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 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

#### **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

#### **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 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 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 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.

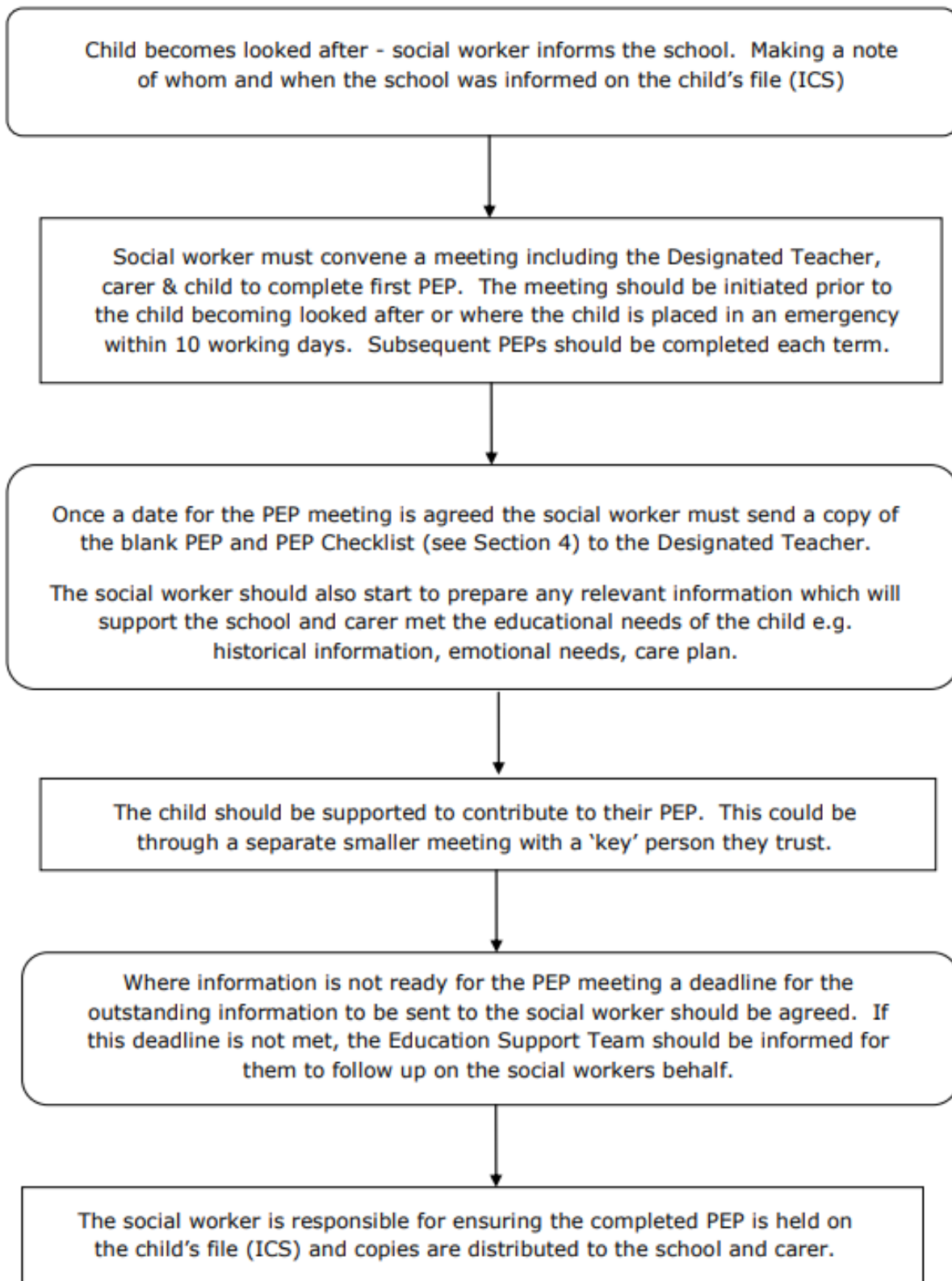
### **PERSONAL EDUCATION PLAN (PEP) COMPLETION**

- 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 SW to the LAC team

Policy dated: December 2019

Policy Review date by: December 2022

## APPENDIX 1: PEP Flow Chart



The PEP is part of the care plan and informs the statutory care review. Copies of the PEP should be available for the meeting.

## APPENDIX 2: Designated Teacher PEP Checklist

The Designated Teacher is responsible for the educational achievement of all children who are looked after in the school. This role has been a legal requirement since September 2009.

The Designated Teacher should monitor;

- levels of progress for looked after children compared with other pupils
- how the Pupil Premium funding has been used
- patterns of attendance and exclusion compared with all pupils
- how their learning needs are being met by the school
- that staff understand the issues there may be around educating children who are looked after.

The Designated Teacher must make sure the school does everything it can to maximise educational stability for looked after children. The vehicle for achieving this is the Personal Education Plan (PEP). The PEP is a vital document which outlines the child's educational history and progress and any personal factors which may have impacted on the child's education.

The PEP should set high expectations for a pupil's progress, and put in place any support necessary to achieve those goals. They are the key contact for social workers, carers and representatives from the Virtual School.

Where tasks are delegated to an appropriate member of staff within school, the Designated Teacher is ultimately responsible so must have an overview of the process and ensure that each of the children within the school who are looked after have an up to date high quality PEP.

### Before the meeting

|   |  |
|---|--|
| Social worker contacted if PEP is due to be reviewed/completed, but no meeting has been arranged                                      |  |
| Agree who is the most appropriate person in school to attend the meeting  |  |
| Agree a time which will cause least disruption to the young person's school day   |  |
| Agree who will bring copies of the previous PEP to the meeting  |  |
| Book a suitable private room  |  |
| Ensure you are aware of the information required in the PEP. Request a blank copy of the document from the social worker if necessary |  |
| Collect relevant information from school staff regarding progress in subjects, targets and working at grades and a pastoral update    |  |
| Confirm that the social worker and carer have copies of other relevant plans eg EHC plan  |  |
| Gather the details of how Pupil Premium Funding has been or will be spent   |  |

### During the meeting

|   |  |
|---|--|
| Take into account Education Support Team quality assurance feedback from the previous PEP   |  |
| Targets reviewed from previous PEP  |  |
| All education information fully complete by the end of the meeting, progress in subjects includes information that is detailed enough to inform social workers of |  |

|  |  |
|--|--|
| where a child is working at, what they are struggling with and what support they need                                      |  |
| Use of Pupil Premium has been discussed and planned spending recorded  |  |
| Within the Identified Needs and Targets Section, SMART targets are set which address the needs highlighted in the document |  |
| Copies of relevant documentation provided to the social worker   |  |
| Date set for next PEP meeting  |  |

**After the meeting**

|   |  |
|---|--|
| Contact the social worker if a copy of the completed document has not been received     |  |
| Review the PEP on a regular basis as it is a working document.                          |  |
| Request a PEP meeting if there are any significant changes relating to the young person |  |