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Cavendish View School

Looked After Children

Policy

Created on: 02/02/2022

Reviewed on: 02/02/2023

**1 Context**

‘Looked After’ is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting. Looked After Children may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty. Nationally, Looked After Children (LAC) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances.

**2 Aims**

2.1 Having high expectations for the child and ensuring equal access to a balanced and broadly based creative curriculum.

2.2 Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.

2.3 Achieving stability and continuity.

2.4 Prioritising good attendance.

2.5 Promoting inclusion through challenging and changing attitudes.

2.6 Promoting good communication between all those involved in the child’s life and listening to the child.

2.7 Maintaining and respecting the child’s confidentiality wherever possible.

2.8 Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Looked After Children.

2.9 Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked After children.

2.10 All Looked After Children will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child’s social worker, which will identify the child’s individual needs and the support they require

2.11 Designated teacher and other professional will attend LAC and AER reviews to support the overall well-being of the child.

**3 Responsibilities of the Principal**

3.1 Identify a designated teacher and in their absence ensure all legal obligations are met. (Designated teacher is Bethen Donnelly HLTA)

3.2 Ensure Looked After children are monitored (attendance, progress) and appropriate actions or action plans are followed

3.3 Report on the progress, attendance and conduct of looked after children.

3.4 Ensure that staff in school receives relevant training and are aware of their responsibilities under this policy and related guidance.

**4 Responsibilities of Governing Body**

4.1 Nominate a Head Governor for Looked After Children, once Governors have been selected .

4.2 Ensure that all governors are fully aware of the legal requirements and guidance on the education of looked after children. And there is a policy to state that.

4.3 Allocate resources to meet Looked After Children’s needs.

4.4 Looked After Children are given priority in school admissions

4.5 Ensure the school has a designated member of staff and that they are supported to carry out all duties

4.6. Receive a report yearly highlighting number of Looked After pupils on roll and dates of joining or leaving the school

4.7 receive attendance as a discrete group

4.8 Ensure systems are in place to share the above annual report with School

Improvement Partners and OFSTED in line with current statutory requirements.

**5 Responsibilities of Designated Teacher**

5.1 Government guidance says that the designated staff member should be “someone with sufficient authority to make things happen; who should be an advocate for looked after children, accessing services and support, and ensuring that the school shares and supports high expectations for them.”

5.2 Ensure that a PEP is completed with the child, their social worker, carer and other relevant people at least 2 weeks before their statutory reviews.

5.3 Ensure that each looked after child has an identified member of staff they can talk to: this need not be the designated staff member, as it will be based on the child’s own situation and wishes. It should be noted that members of staff who take on this role may also need to make use of appropriate support from the school’s pastoral staff and Designated staff member for Child Protection.

5.4 Track academic and other progress and target support appropriately.

5.5 Coordinate any support for looked after children that is necessary within the school and from outside.

5.6 To attend as far as possible all planning and review meetings

5.7 To support transitions

**6 Responsibilities of all Staff**

6.1 Have high aspirations for the educational and personal achievement of looked after children, as for all pupils.

6.2Maintain looked after children’s confidentiality and ensure they are supported sensitively.

6.3 Respond positively to a pupil’s request to be the named member of staff whom they can talk to when they feel it necessary.

6.4 Respond promptly to the designated teacher’s requests for information.

**Every Child Matters –** Every pupil, regardless of race, religion, ethnicity, sexuality, disability or SEN within this inclusive school has an entitlement to fulfil his optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving social and economic wellbeing. These wellbeing outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out of school learning activities; support for emotional wellbeing; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents / carers, other schools, the local community and with personalised ‘wraparound’ health care and social service providers.

**Safeguarding**

**This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment.  A safer setting starts with safe individuals.**

**United Nations Convention on the Rights of the Child**

We have written this policy taking into consideration the following Articles:

**Article 19** - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 28** – All children and young people have a right to primary education, which should be free. Discipline in schools should respect children’s human dignity Young people should be encouraged to reach the highest level of education they are capable of;

**Article 29** – Education should develop each child’s personality to the full. It should encourage children to respect their parents, and their own and other cultures.