

# OUR LADY QUEEN OF PEACE CATHOLIC PRIMARY SCHOOL

In our school we believe that each person is unique and created to flourish in God's image. We aspire to excellence through a nurturing environment in which every child takes Jesus Christ as their model and develops their individual gifts so that they live fully and serve others.



## Looked After Children Policy

Agreed:

Date: 13.11.19

Review Date: Autumn 2020

Our Lady Queen of Peace Catholic Primary School believes that we have a special duty to safeguard and promote the education of children who are looked after.

### **DEFINITION**

A child who is being looked after by their local authority is known as a child in care. They might be living:

- with foster parents
- at home with their parents under the supervision of social services
- in residential children's homes
- other residential settings like schools or secure units.

They might have been placed in care voluntarily by parents struggling to cope. Or, children's services may have intervened because a child was at significant risk of harm.

Previously looked after' children are defined as those who immediately after being in care became subject to an adoption order, child arrangements order or special guardianship order.

### **AIM**

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our looked after children and give them access to every opportunity to achieve to aspire highly, live fully and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children.

- Mrs Ruth Fish is the Designated Teacher for Looked After Children and will act as their advocate and co-ordinate support for them.
- Cllr Lawson is the nominated school governor who will ensure that the needs of Looked After Children in the school are taken into account at a school management level and will support the Designated Teacher.

The Designated teacher will:

- Maintain an up to date record of all Looked After Children who are on the school roll. This will include:
  - Status i.e. care order or accommodated.
  - Type of Placement i.e. Foster, respite, residential.
  - Name of Social Worker, area office, telephone number.
  - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
  - SEN Code of Practice – EHC Plan where appropriate
  - Child Protection information when appropriate.
  - Baseline information and all test results.
  - Attendance figures
  - Exclusions
- Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Education, Health and Care Plan, Transition Plan, Pastoral Support Programme.

- Ensure attendance at review meetings for each child/young person and/or always prepare a written report which promotes the continuity and stability of their education.
- Liaise with the appropriate Virtual Head Teacher on a regular basis with regard to the performance, attendance and attainment of Looked After Children.
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.
- Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy.
- Ensure that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.
- Ensure that Looked After Children, along with all children are listened to and have equal opportunity to pastoral support in school.
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.
- Report to the local academy board annually on the performance of the looked after children who are on the roll of the school.

All local academy board governors and staff will:

- Support the school and relevant Local Authority in all statutory duties to promote the educational achievement of looked after children

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Autumn 2019

[UNICEF: Rights of the Child](#)

[Article 3](#)

The best interests of the child must be top priority in all decisions and actions that affect children.

[UNICEF: Rights of the Child](#)

[Article 6](#)

Every child has the right to develop to their full potential.

UNICEF: Rights of the Child

Article 28

Every child has the right to an education. Discipline in school must reflect this.

UNICEF: Rights of the Child

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, their own and others' cultures and the environment.

UNICEF: Rights of the Child

Article 30

Every child has the right to learn and use the language, customs and religions of their family.