

Kempshott Junior School

Looked After Children Policy

Policy Ratified by Governing Body	24 th November 2022	Review 3 yearly
Date of Review	Autumn Term 2022	New
Date of Next Review	Autumn Term 2025	

Safeguarding Statement

At Kempshott Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe 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 Kempshott Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

INTRODUCTION

The Governing Body of Kempshott Junior 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” (published July 2014, updated 2018) 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.

The Designated Teacher at Kempshott Junior School is Mrs Sam Clifton. It is the designated teacher who oversees provision for Looked After and Previously Looked After Children.

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 and previously 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 Kempshott Junior 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 and Previously 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 and Previously 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/Previously 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
- ensure an EPAC is completed and updated/reviewed termly.
- keep PEPs/EPACs 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, parent's/carers evenings and other events and that communication remains regular and positive.
- encourage Looked After Children and Previously 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 and implementation of PEPs/EPACs 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 and Previously Looked After Children
- positively promote the self-esteem of Looked After Children and Previously 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 and Previously Looked After Children;
- be aware of whether the school has Looked After Children and Previously Looked After Children and how many (no names);
- ensure that there is a named Designated Teacher for Looked After Children and Previously 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 and Previously Looked After Children;
- support the Head Teacher, Designated Teacher and other staff in ensuring the needs of Looked After Children and Previously 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 review the effective implementation of this policy, preferably annually and at least every three years.

CONFIDENTIALITY

- information on looked after children and Previously 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/EPAC meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

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

Previously Looked After Children

An EPAC plan may be used with any child who was Previously Looked After. A previously looked after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live. Please note that due to the difference in legal status of Adopted Children to those who are currently LAC, this plan may only be initiated with the full consent of the parent(s) of the child . “Adopted children should have an enjoyable childhood, and benefit from excellent parenting and education, enjoying a wide range of opportunities to develop their talents and skills, which in turn will lead to a successful adult life’. (Adoption National Minimum Standards 2011).

When should it be used? Many schools have continued to use the PEP for three years from the date of the Adoption Order. It has proved to be a helpful document in identifying the needs of the child and targeting support in the classroom. However, the PEP is designed for Children in Care and so the EPAC will fulfil this role more effectively. It is widely acknowledged that there are ongoing, and often complex needs, for a child who has come through the Care System to a place of permanency; the difficulties do not simply disappear when the Adoption Order is issued. In addition, the EPAC can be used at any point when the child or young person is past the three year Post Adoption Order point. The frequency of review can be agreed with all involved.

Education Plans for Adopted Children for adopted children

The EPAC is intended to be a working document to highlight the strengths and needs of the child or young person who was Previously Looked After; to create a targeted plan to enhance their education, and identify good use of the Pupil Premium Plus funding. It is hoped that the coming together of parent(s), school staff, social worker, and any other professional with current involvement, will create a child focussed education plan that will protect vulnerability, and allow the child to reach their maximum potential.