

# Flanderwell Primary School

## Looked After Children policy



Reviewed on: September 2024

Next review due by: September 2025

***'Respect, Inclusion, Aspiration, Kindness and Compassion'***



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## 1. Introduction

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At Flanderwell Primary, we aim to...

... provide an environment where **'every child'** grows, thrives and is prepared for life in the modern world and feels safe, happy and confident.

...ensure that **'every minute'** of our time is used well to ensure our pupils have the best possible chances of success during their time with us.

...provide an engaging and relevant curriculum which sets down the foundations for **'every hope'** and aspiration a child may have.

At Flanderwell, we have high expectations for all of our children and believe, wholeheartedly, that happy children learn. For this reason, we foster a warm, caring and inclusive environment and keep our children's interests at the heart of all we do. This includes promoting and expecting the highest standards of behaviour among our pupils including developing core values of **respect, kindness and compassion, inclusion and aspiration**. Safeguarding pupil and staff welfare is of the utmost importance to us.

## 2. Statement of Intent

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Educational achievement and subsequent life chances for looked after children are of real concern. Children and young people who are looked after require special treatment and positive discrimination in their favour in order to improve their situation.

Flanderwell Primary School endeavours to provide positive experiences and offer stability, safety, continuity and individual care and attention for all our pupils. With this in mind, Flanderwell's aims are that:

- ❖ All children will learn in a safe, nurturing, inclusive environment which engages all and enables all to achieve great outcomes.
- ❖ All children are challenged, inspired, and supported as individuals to grow intellectually, personally and spiritually, and achieve their best.
- ❖ All children will experience a fun, purposeful, balanced curriculum which inspires and promotes independence, and fosters individuality by encouraging all talents and abilities.
- ❖ All children will develop skills within and beyond the curriculum, so that they have the knowledge, self-confidence and freedom to become life-long learners with an inquisitive, 'have-a go' mentality.
- ❖ All children will achieve their full potential with a desire and determination to be their very best in all they do through committed, high-quality teaching.
- ❖ All children will learn to communicate their views, thoughts and feelings effectively both verbally and non-verbally.

- All children will be supported to take responsibility for their actions and show respect and tolerance for each other and the wider community whilst celebrating and promoting diversity.
- All children show kindness and compassion and recognise the goodness in everyone, make a positive contribution to their community and develop their own spiritual understanding.

### 3. Legal Framework

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This policy has due regard to legislation including, but not limited to, the following:

- The Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- The Children (Leaving Care) Act 2000
- The Children and Young Persons Act 2008
- The Children and Families Act 2014

This policy will be implemented in conjunction with the school's:

- Admissions Policy.
- Code of Conduct.
- Behaviour Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equality Opportunities Policy
- Child Protection Policy.
- Special Educational Needs Policy.

### 4. Definition

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Looked after children are defined as, children or young people who are subject of a Care Order or Interim Care Order under the Children Act 1989.

This definition applies to children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.

If a child is subject to a Care or Interim Care Order whilst placed with a parent, they are classed as looked after, since the LA has parental responsibility.

Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents, are regarded as looked after.

### 5. Personal Education Plans (PEP)

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Every looked after child must have a personal education plan (PEP), which is used to support the child in fulfilling their educational potential.

The PEP is an evolving record of what needs to happen for the child to enable them to make their expected progress.

The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

All the relevant bodies, such as the LA, the designated teacher and other teachers, will work with the child in creating the PEP.

The PEP will include access to nursery provision that is appropriate to the child's age.

On-going, catch-up support will be made available for children who have fallen behind with work.

If a child is not in school because of suspension or exclusion, suitable education will be provided by the LA.

If a child is moving to a new school, transitional support will be provided and will be factored into their PEP.

Support will be provided to help the child meet their aspirations, including:

- Support to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications.
- Careers advice, guidance and financial information about further education, training and employment.

The PEP will include extended services such as after school clubs, study support and leisure interests. Support will be provided for improving attendance and behaviour.

## 6. The designated teacher

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Under the Children and Young Persons Act 2008, all maintained schools are required to have a designated teacher for looked after children.

The primary duty of the designated teacher is to promote the educational achievement of looked after children at the school.

It is the responsibility of the Trust to ensure the designated teacher has received adequate training for the role.

The designated teacher for looked after children at Flanderwell Primary School is Adam Cornes (Headteacher)

The designated teacher must submit an annual report to the governing body, which details the progress of looked after children.

The designated teacher will:

Promote a culture of high expectations and aspirations.

- Ensure the child is involved in setting their targets.
- Advise staff on teaching strategies for looked after children.
- Ensure that looked after children are prioritised for 1 – 1 tuition.
- Take responsibility for developing and implementing PEPs.

## 7. Communicating with Agencies

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The school will ensure that copies of all relevant reports are forwarded to the looked after children's social workers, in addition to carers or residential social workers.

The school will co-ordinate their review meetings, for example, hold their annual review of looked after children with their statutory care review.

The school will work with other agencies to exchange information such as changes in circumstances, exclusions or attendance issues.

## 8. Headteacher responsibilities

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It is the responsibility of the headteacher to oversee this policy and monitor its implementation.

The headteacher will make all members of staff aware that the support of looked after children is a key priority. The headteacher will allow the designated teacher the time and facilities to succeed in carrying out their duties.

The headteacher will lead in actively challenging negative stereotypes of looked after children.

## 9. Staff responsibilities

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Staff will be aware of looked after children in their classes and provide them with support and encouragement.

Staff will preserve confidentiality and show sensitivity and understanding.

Staff will be vigilant for signs of bullying

Staff will promote the self-esteem of looked after children.

## 10. Policy Review

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This policy is reviewed every year by the designated teacher/headteacher.  
The scheduled review date for this policy is AUTUMN TERM 2025