



Designated Teacher for Looked After Children and Previously Looked After Children Policy

Date ratified	March 2020
Committee Responsible for Policy	Children, Families and Community Committee
Date to be updated	March 2021
Headteacher Signature	
Chair of Governors/ Committee Signature	

Growing together as children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished

Introduction

Holy Trinity C of E Primary is an inclusive school guided by the Christian ethos that is expressed in the school's aims. These aims promote inclusive education in its widest sense in all areas of school life.

The aim of this policy is to promote educational inclusion for Looked After Children and Previously Looked After Children, to enable them to access the full range of educational opportunities available to them and to reach their potential, both academically and personally.

The Designated Teacher for both Looked After Children and Previously Looked After Children is Mrs Izzy Rickards (Headteacher) in liaison with Mrs Sarah Duke (Inclusion Leader).

I. Roles and Responsibilities

Looked After Children (LAC) and Previously Looked After Children (PLAC) in this school will:

- receive an appropriate level of monitoring and support
- have access to the full range of educational and extra-curricular opportunities

Teachers and other staff in this school will:

- receive an appropriate level of training on the issues affecting the educational
- achievement and psychological well-being of Looked After Children and use this to guide their interactions with them
- plan for and meet the individual needs of LAC/PLAC

The LAC/PLAC Designated Teacher and Senior Leadership Team will:

- identify, arrange and/or deliver training to staff to enable the above to take place
- ensure the development of effective and inclusive strategies to address the needs of LAC/PLAC
- ensure the smooth transfer of information within school and between school, carers and other agencies
- attend training sessions organised by the LA and cascade this training to school staff

The LAC/PLAC Governor will:

- ensure that the Governing Body receives timely information on the number of LAC/PLAC, their attendance and their attainment and progress
- monitor the behaviour and the number of fixed term/permanent exclusions
- ensure that LAC/PLAC have equal access to the school curriculum, additional education support, pastoral support and extra-curricular activities

2. Induction and Transition

To ensure a supportive and smooth induction for LAC/PLAC admitted to our school, the following arrangements are in place:

- Children and their carers will be invited into school to meet with the Head Teacher to discuss the specific needs of each child
- A further meeting will take place with the class teacher
- Specific transition arrangements will be tailor made for each child, which may involve a phased entry into school for as long as necessary to ensure each child feels safe and secure
- If the child has already been in an educational establishment then the Headteacher will liaise with the Head Teacher of this establishment.
- An individual plan for transition into the school will be developed by the Headteacher, designated teacher, professionals and carers to ensure a smooth transition.
- All teachers will be made aware of the child's needs and key adults in their life such as carers, support workers and other professionals.

3. Pastoral Support

The Designated Teacher for LAC/PLAC will:

- ensure that staff are aware of any looked after children in school, know who the carer is, and whether parents have parental rights so they know who should receive school information
- ensure photographs of key people who have authorisation to collect the child from school are given to the appropriate member of staff, and are in the main office to safeguard the child.
- liaise effectively with other agencies involved with the child and attend review meetings
- work in partnership with carers, parents and others with parental responsibility to ensure that LAC/PLAC are appropriately supported
- ensure that records and plans are kept and maintained appropriately
- provide information to the Governing Body and LA about the progress and outcomes of LAC/PLAC on the school roll
- secure training (this may be in Attachment Disorder, Trauma, Adverse Childhood Experiences etc) for the school staff to ensure children are supported effectively
- ensure that each LAC/PLAC has access to the pastoral/emotional support that they may need – current support includes: Play Therapy; Theraplay; ELSA or SEAL.
- The school recognises that certain aspects of the curriculum may be difficult for LAC/PLAC for example Mothering Sunday and family trees. The school seeks to work with the families to work out ways of minimising any distress to the child.

4. Information Sharing

The Designated Teacher will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Looked After Children at an early stage and pass this on to relevant staff to avoid unnecessary breaks in learning.

This will include the Personal Education Plan if in place. If there is no current PEP, the Designated Teacher will liaise with the Social Worker to ensure this is part of the initial meeting in school.

Information about the circumstances of Looked After Children will be shared on a 'need to know' basis. Where no particular arrangements are in place, only teaching staff who are in direct contact with a Looked After Child will be informed of these.

If there are learning or behaviour issues for a Looked After Child, all staff will be informed by the Designated Teacher of strategies in place or if the young person is experiencing particular difficulties. Supply teachers and non-teaching staff will be given an appropriate amount of information, to be determined by the Headteacher.

Each child will have their own folder containing all essential information and this will be kept in the safeguarding filing cabinet or on MyConcern. This information will be shared with all members of the Senior Leadership Team.

If not already in place a Personal Education will be completed at the earliest opportunity.

5. Monitoring Progress

Holy Trinity has high aspirations for all of its pupils. The academic progress of all LAC/PLAC will be scrutinised at the end of each term, and decisions will be made as to whether any interventions need to be implemented in liaison with the Inclusion Leader.

Termly PEP meetings are held for all LAC, in addition to the usual termly parent/teacher meetings.

6. Monitoring Attendance

Attendance of all of our LAC/PLAC is closely monitored. Daily phone calls are usually received for LAC to ensure that they are in school.

Any absence is followed up and if absence falls below 90% carers and professionals will be invited into school to meet with the Head Teacher. This information will be analysed by the EWO to identify individuals or groups of whose attendance is poor so that early intervention can take place.

7. Monitoring Behaviour

Our Behaviour Policy has been written to take into account the number of children in our school community who have experienced early developmental trauma, and who may experience attachment difficulties. The aim of our Behaviour Policy is to be non-shaming, and we recognise the need to remind children of their behaviour in private, rather than in front of others. We recognise that some children find it difficult to accept praise, but the school will work with parents/carers to identify ways of making this possible in a non-threatening manner.

School staff working with our LAC/PLAC have been trained in approaches which encourage them to hold reflection sessions with children if they have made inappropriate behaviour choices. The use of 'wondering aloud' techniques may be used. For example, 'I wonder if you were feeling angry because your friend didn't want to play with you?'

Any behaviours are recorded in the class behaviour log which is monitored by the Deputy Headteacher every week.

In cases of extreme behaviour, the school will seek advice from Merton's Virtual Behaviour Service. This may lead to risk assessments and Behaviour Support Plans being written.

In all circumstances the safety of the LAC/PLAC, the other children and the staff is of paramount importance.

The use of physical restraint is kept to a minimum, and may only be used to keep children or staff safe. A number of the Senior Leadership Team have been trained in the Management of Actual or Potential Aggression techniques.

Any use of physical restraint must be recorded in the physical handling log.

The use of exclusion will always be a last resort.

8. Homework

We understand the difficulties that LAC/PLAC may experience doing homework, but we believe homework is beneficial. If families experience difficulties with homework LAC/PLAC are invited to attend the weekly homework club run by school staff to ease any pressures at home.

9. Extra-Curricular Activities

The school encourages LAC/PLAC to participate in extra-curricular activities, and gives them priority booking for the clubs. In some cases, the Pupil Premium is used to fund clubs.

10. Evaluation

The general success and appropriateness of this policy will be evaluated annually. In addition, we will monitor and analyse the impact of this policy on pupils, staff and parents of different ethnic groups. The results of the evaluation will be passed to the school Governor with responsibility for Looked After Children before being presented to the Governing Body.