

# Christ Church Charnock Richard C.E. Primary School

*Inspired to learn, grow and flourish within our Christian family*



## Children Looked After Policy

Reviewed and updated September 2020

At Christ Church Charnock Richard our core Christian values and ethos define all we do.

Our vision and mission statement underpin our curriculum intent and purpose.

***‘Inspired to learn, grow and flourish within our Christian family’***

**Firmly rooted in Philippians 4:13 ‘I can do all things because Christ gives me strength’ which encompasses all we do at Christ Church to develop happy, resilient and confident children who thrive in body, mind and spirit.**



We are extremely proud of our curriculum here at Christ Church and we pride ourselves on providing high quality learning that offers challenge and fun. Our enriched curriculum has been developed over three years considering the needs of our children at our school and ensuring that all children are able to thrive.

We believe that relationships are essential to ensure effective teaching and learning and all members of our community invest time in building meaningful relationships with one another. We have high expectations for all and want everyone to be

‘Inspired to learn, grow and flourish’.

We provide a broad and balanced curriculum with carefully planned additional learning opportunities to support the personal and social development of our children. In particular we focus on developing the characteristics of confidence persistence getting along organisation and resilience.

As a school community we believe that our curriculum ensures

All children are fluent and effective readers allowing them to read for pleasure and access the wider curriculum.

All children develop efficient mathematical methods and skills to allow them to use and apply these skills in the real world.

**Christ Church Charnock Richard C.E. School.**  
**Policy for Children Looked After.**

**Definition**

Children Looked After are those in public care and are either –

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
- Remanded into care.

A private agreement is not public care - when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

**Aims**

That Children Looked After will prosper as per the Every Child Matters agenda, that is to

- Stay safe
- Be healthy
- Enjoy and achieve
- Be involved
- Acquire economic well being

**Rationale**

- The national outcomes for Children Looked After in terms of educational achievement and subsequent life chances are of real concern.
- It follows that children and young people who are looked after need special treatment and positive discrimination in their favour if this situation is to be improved.
- For Children Looked After this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

## **ROLES AND PRIORITIES**

### **The Headteacher and Leadership Team**

The Headteacher and Leadership Team will ensure the provision/outcomes for Children Looked After are specifically recorded in:-

- School Improvement Plan
- SEF
- Appropriate School Policies and Procedures
- Specific Reports on issues such as student progress in relation to targets ; exam results; attendance; behaviour, sanctions, exclusions; student voice. The Headteacher and Leadership team will also:-
- Provide an annual report on the provision for, and progress of Children Looked After to the Governing Body during the Autumn Term.
- Ensure staff are aware that the provision to support Children Looked After is a key school priority.
- Give the Designated Teacher for Children Looked After time and facilities to carry out his / her job description and to support them at all times in their work.
- Show a personal interest and involvement in Children Looked After in the school.
- Challenge negative stereotypes of Children Looked After if they exist and to insist on the highest of expectations and especially in terms of Children Looked After achieving their full potential.
- Provide Continuing Professional Development for staff on issues pertaining to Children Looked After and to ensure that Designated Teachers attend regular training.
- Provide information to the School Improvement Partner regarding the progress of Children Looked After on the school's roll.

### **Governing Body**

The Governing Body, via the headteacher, will appoint a Designated Teacher for Children Looked After as and when needed. The Governing Body will receive reports on Children Looked After as outlined above.

### **Designated Teacher**

The Designated Teacher will

- Be a champion for Children Looked After within the school and ensure that they are receiving special provision
- Ensure that teachers who need to know are aware of who are Children Looked After and ensure that the staff treat the information confidentially.
- Ensure that any Children Looked After are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.

- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- Ensure Children Looked After receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure that all possible is being done to raise the achievement levels of Children Looked After :
  - the students are following an appropriate curriculum
  - the students know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better;
  - the school's data tracking and comparisons with FFT show on at least a termly basis if a student is underachieving with monitored intervention strategies then being put into place;
  - the students are entered for SATs and public exams in all cases unless it is totally inappropriate;
  - the students have access to any booster support that is available in the school;
  - the students have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
  - students on the Special Educational Needs register receive all possible support to meet their needs;
  - able students have access to the school's Gifted and Talented provision;
  - all possible support is given at times of transition (KS1 – KS2, KS2 – KS3);
  - students are completing homework on time and of good quality and that intervention takes place if this is not the case.
- To ensure that Children Looked After receive a smooth induction into the school, with the obtaining of all relevant past history.
- To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school.
- To ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort etc.
- To monitor attendance in line with the school Attendance Policy.
- To draw up strategies for students who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To encourage students to be fully involved in extra curricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, eg year and school councils.
- To ensure that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff).
- To make provision for specific mentoring or counselling as needed.
- To liaise with carers keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.

- To ensure that students are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case.
- To be vigilant for any child protection issues and also to check carefully for any sign of a Looked After Child being bullied.
- To ensure that the School Nurse is aware of the child's medical history and is liaising with the Children Looked After Health Support Team.
- To liaise closely with the Virtual School Team
  - contact the Virtual School Team if access is needed to a Social Worker or a multi-agency team;
  - informing the Virtual School Team of any problems out of school that seem to have been identified;
  - seeking the support of the Virtual School Team if LA or other agency procedures do not seem to be giving necessary support to Children Looked After ;
  - keeping the Virtual School Team informed about the general progress of Children Looked After ;
  - informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the student's educational development.

NB: The Virtual School Team will keep Designated Teachers informed on all issues relating to their Children Looked After on a continuous and regular basis.

### **Teachers**

To be aware of Children Looked After in their classes and to give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.

This policy should be read in conjunction with the following school policies:  
 Equal Opportunities, Race Equality, Disability Discrimination, Child Protection, Special Educational Needs, Care & Control, Behaviour Management, Community Cohesion, Confidentiality and Inclusion