



Persnore High School

LOOKED AFTER CHILDREN POLICY

Responsibility	Jenna Butler
Date of last review	October 2025
Date of next review	October 2027
Approval by	PHS Governors
Approval Date	
Version Control	

Persnore High School fully recognises its responsibilities for safeguarding children. This policy is to be read in conjunction with the Safeguarding Children Policy.

Definition

'Looked After' is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.

This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of children under section 52 of the Children Act 2004" and associated guidance on the education of Looked After Children (LAC) and Previously Looked After Children (PLAC) last updated in February 2018.

Nationally, 'Looked After Children' (LAC) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. Helping LAC and PLAC succeed and providing a better future for them is a key priority in our school.

Our Values:

We help each other to work hard and be kind.

Our Principles:

- Take pride in always doing your best; celebrate effort and success.
- Be a positive role model.
- Always be kind; never ignore unkindness.
- Communicate positively with everybody.
- Make the safety and well-being of everyone your priority.
- Use every opportunity to discuss learning with others.
- Contribute to, and participate in, the wider life of the school.

Signature.....Chair of Governors

Print Name: Nick Young

Pershore High School recognises that all students are entitled to a balanced, broad-based curriculum and aims to promote the educational achievement and welfare of pupils in public care. The school and the governing body welcomes Looked After Children who may be looked after by our local authority or those who may be in the care of another authority but living in Worcestershire.

Pershore High School recognises that Looked After Children may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Pershore High School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every Looked After Child can be successful. We believe that this school has a major part to play in ensuring that Looked After Children can be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

Pershore High School's approach to encouraging and supporting the educational achievement of Looked After Children is based on the following principles:

- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked After Children.
- All Looked After Children will have a Personal Education Plan (PEP) drawn up with the support of the Virtual School, involving the school, the student and the student's social worker, which will identify the student's individual needs and the support they require.
- To ensure appropriate educational support is organised in conjunction with the SENDCo as required.
- Having high expectations for the student and ensuring equal access to a balanced and broadly-based education.
- Recording, monitoring, and improving the academic achievement of the student in addition to their health and wellbeing.
- Achieving stability and continuity.
- Prioritising reduction in exclusions and promoting attendance.
- Promoting inclusion through challenging and changing attitudes.
- Recording, monitoring, and improving the academic achievement of the student in addition to their health and wellbeing.
- Promoting good communication between all those involved in the student's life and listening to the student.
- Maintaining and respecting the student's confidentiality wherever possible.

- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of LAC.

Designated Teacher for LAC: Jenna Butler

LAC Governor: Sandy Poulton

SENDCo: Amy Plowman

Roles and Responsibilities

Many looked after children do not want school staff to be aware of their care status because it makes them feel “different”. Therefore, we will negotiate with the child to identify who should be aware of their care status. However we do acknowledge that in some cases, such as if the child has a severe learning difficulty, this may not be possible.

The named Governor will work in co-operation with the Head Teacher and Designated Teacher as the named staff responsible for ensuring that all looked after children have equal access to all learning opportunities in line with their peers. The Head Teacher and Designated Teacher also have specific responsibilities for supporting the rest of the staff in their training and work with looked after children.

Responsibility of the Head of school

- Identify a Designated Teacher for Looked After Children, whose role is set out below.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Looked After Children to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibility of the Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children:
- The Education (Admission of LAC England) Regulations 2006. Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).
- Ensure that the school has an overview of the needs and progress of Looked After Children.
- Allocate resources to meet the needs of Looked After Children.
- Ensure the school’s other policies and procedures support their needs.

- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Head of School, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.

Responsibility of the Designated Teacher

- Ensure a welcome and smooth induction for the student and their carer, using the Personal Education Plan to plan for that transition in consultation with the student's social worker and arrangements are put in place to ensure their needs identified and met.
- The Designated Teacher will serve as the contact for social services and the education department and will maintain responsibility for several key areas to support looked after children within the school.
- The Designated Teacher will advocate for all looked after children in the school.
- Ensure that a Personal Education Plan is completed with the student, the social worker, the foster carer and any other relevant people, with the support of the Virtual School. The PEP will consider:
 - o the child's strengths and weaknesses
 - o interests, both in and out of school
 - o developmental and educational and pastoral needs
 - o future plans, and how these can be supported
 - o issues arising for the child
 - o It will also identify targets that will be reviewed during the next PEP meeting.
- Maintaining an up-to-date record of the Looked After Children in school, including those in the care of other authorities and ensuring all necessary information is passed to other staff as required
- Ensure that each Looked After Child has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes.
- Track academic progress and target support appropriately
- Co-ordinate any support for the Looked After Children that is necessary within school liaising with teaching and non-teaching staff in school, including the DSL (if a different member of staff) as well as pastoral and subject staff to ensure they are aware of the difficulties and educational disadvantage Looked After Children may face.
- Establish and maintain regular contact with home, statutory and voluntary agencies.
- Ensure confidentiality for individual students, sharing personal information on a need to know basis.
- Promote inclusion in all areas of school life and encourage Looked After Children to join in extracurricular activities and out of school learning.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children.
- Set up meetings with relevant parties where the student is experiencing difficulties in school or is at risk of exclusion.
- Ensure the rapid transfer of information between individuals, agencies and if the student changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Be aware that 60% of Looked After Children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.
- Ensure that attendance is monitored.

- Attending training as required to keep fully informed of latest developments and policies regarding Looked After Children.

The responsibility of all staff

- Have high aspirations for the educational and personal achievement of Looked After Children, as for all pupils.
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable Looked After Children to achieve stability and success within school.
- Promote the self-esteem of all Looked After Children.
- Have an understanding of the key issues that affect the learning of Looked After Children.
- Be aware that 60% of Looked After Children say they are bullied so work to prevent bullying in line with the School's policy.

Confidentiality

Information on 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 meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Admission/Induction Arrangements

Looked after children are a priority for admission and, as such, we will follow the LEA's published admission criteria.

On admission, the student will meet with their Head of House. They will discuss any relevant issues, academic or pastoral, and ensure the student is made to feel comfortable in our school.

The Designated Teacher will request records from the student's previous school and as soon as practicable after they are received a meeting will be held with the carer / parent, social worker, and other relevant professionals, and student as appropriate. This will provide information to inform the student's new Personal Education Plan, and ensure that communication systems are established early.

Record keeping and information sharing

The Designated Teacher will keep an up-to-date record of Looked After Children and Young People in school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan will be initiated within 20 school days of the Looked After Child or Young Person starting at the school or being taken into care and will be reviewed at least termly and as necessary and appropriate to meet the needs of the Looked After Child/young person. The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly.

Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition. It is vital that the Looked After Child or Young Person is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

Exclusions

Pershore High School recognises that Looked After Children are particularly vulnerable to exclusions. Where a Looked After Child is at risk of exclusion the school will try every practicable

means to keep the student in school. A multi-professional meeting will be arranged to discuss strategies to minimise the risk of exclusion. The child or young person's PEP will reflect strategies to support the child and where relevant those employed in the Pastoral Support Plan. All relevant measures and resources will be considered to provide support and provide alternative educational packages to prevent an exclusion from happening.