



GRESWELL PRIMARY SCHOOL

Looked After Children Policy

Statement of intent

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.

Our school endeavours to provide positive experiences and offer stability, safety, continuity and individual care and attention for all our pupils.

Our aims are:

Standards

To encourage the pupils to reach the highest standards of which they are capable and to make good progress.

Quality

To ensure the pupils enjoy teaching of a high quality and enjoy a curriculum which meets their needs and the requirements of legislation.

Efficiency

To plan realistically and to use the school's resources efficiently in order to ensure the school meets the needs of the children.

Ethos

- To promote a positive approach in all aspects of school life.
- To help the children develop their cultural, moral and social understanding.
- To encourage good standards in all relationships in the school.

1. Policy principles

- 1.1. Prioritising education.
- 1.2. Promoting attendance.
- 1.3. Providing targeted support.



- 1.4. Instilling and holding high expectations.
- 1.5. Encouraging inclusion.
- 1.6. Challenging stereotypes.
- 1.7. Achieving stability.
- 1.8. Supporting early intervention.
- 1.9. Promoting health and wellbeing.
- 1.10. Reducing exclusions.
- 1.11. Working with external agencies to provide the best support possible.

2. Roles and Responsibilities

2.1. The Governing Board will:

- 2.1.1. Appoint a Designated Teacher for Looked After Children.
- 2.1.2. Appoint a named Governor with special responsibility for Looked After Children.
- 2.1.3. Receive reports on Looked After Children as outlined below.

Designated Teacher for LAC	Katie Handford
LAC Governor	Lis Rodgers

3. The Headteacher will:

- 3.1. Implement the Policy and its procedures.
- 3.2. Ensure staff members are aware that the support of Looked After Children is a key priority.
- 3.3. Ensure that all staff members receive appropriate guidance and training as part of their induction and continuous professional development.
- 3.4. Allow the Designated Teacher for Looked After Children the time and necessary facilities to carry out their duties and to support them at all times.
- 3.5. Show personal interest in the development of Looked After Children within the school.
- 3.6. Actively challenge negative stereotypes of Looked After Children and ensure all staff have the highest expectations of pupils.
- 3.7. Produce an annual report on the progress of Looked after Children to the Governing Board.



- 3.8. Record the provision for and outcomes of Looked After Children in all appropriate policies and procedures, the School Development Plan and specific reports on pupils' progress.

4. The Designated Teacher will:

- 4.1. Champion the cause of Looked After Children within the school and ensure they are receiving suitable provision.
- 4.2. Ensure all Looked After Children know the identity and role of the Designated Teacher and what support is available.
- 4.3. Ensure that teachers who need to know the identity of Looked After Children are informed.
- 4.4. Ensure that all staff members treat information regarding Looked After Children confidentially.
- 4.5. Support the Headteacher by creating and implementing strategies for Looked After Children who are not achieving as expected, behaving poorly or failing to attend school, and monitor the success of these strategies.
- 4.6. Acts as a liaison between agencies as necessary.
- 4.7. Keep up-to-date with all DfE and Ofsted guidance and its application by attending the appropriate training.

5. SLT/Key Stage Leads will:

- 5.1. Provide support for Looked After Children in their department.
- 5.2. Ensure all that is practicable is done to raise the attainment of Looked After Children, including ensuring:
 - Pupils are following appropriate curriculums.
 - Targets are clear and feedback is given on at least a termly basis.
 - Where children are underachieving, ensuring intervention strategies are put in place.
 - Pupils are entered for all relevant exams unless it is wholly inappropriate.
 - Pupils are provided with all possible individual assistance in developing their basic literacy, reading and numeracy skills.
 - Pupils with special educational needs (SEND) receive all possible support to meet their needs.
 - Suitable support is provided during times of transition.
 - Interventions take place if pupils fall behind on coursework or homework.
- 5.3. Ensure Looked After Children receive additional support as necessary on a case-by-case basis.
- 5.4. Support Looked After Children in achieving their academic potential and in furthering their personal and social development.



- 5.5. Ensure all Looked After Children receive a smooth induction into the school and that the school obtains all relevant past history.
- 5.6. Maintain up-to-date records on each student and ensure they are held confidentially.
- 5.7. Pass on the records when a pupil moves school as appropriate.
- 5.8. Meet with Looked After Children regularly to monitor their progress and ascertain their views.
- 5.9. Meet with staff regularly to monitor the performance of Looked After Children.
- 5.10. Monitor the attendance of Looked After Children and intervene as needed.
- 5.11. Encourage Looked After Children to be involved in extracurricular activities both in and outside school.
- 5.12. Ensure mentoring or counselling is available as needed.
- 5.13. Liaise with carers to ensure they are fully informed and to urge their active involvement in the pupil's progress.
- 5.14. Ensure praise and rewards are utilised fairly and intervene where this is not the case.
- 5.15. Be vigilant of any child protection issues and be aware of and look for any signs of a child being bullied.

6. Teachers

- 6.1. Will not discriminate or harass any other pupil or staff member on the grounds of being Looked After Children.
- 6.2. Will be aware of Looked After Children in their classes and provide them all possible support and encouragement as students who need special provision and positive discrimination.
- 6.3. Preserve confidentiality and show sensitivity and understanding.
- 6.4. Be aware that 60% of Looked After Children say they are bullied and be vigilant of the signs.
- 6.5. Promote the self-esteem of Looked After Children.
- 6.6. Respond positively if a looked after pupil requests them to be their member of staff they can talk to.



7. Communication with agencies

- 7.1. The school will ensure that a copy of all reports is forwarded to Looked After Children's social workers, in addition to carers or residential social workers.
- 7.2. The school will co-ordinate their review meetings, for example, hold their Annual Review of Looked After Children with their Statutory Care Review.
- 7.3. The school will work with other agencies to exchange information such as change in circumstances, exclusions or attendance issues.

8. Monitoring and assessment

- 8.1. Each looked after pupil will have a Care Plan in place that includes a Personal Education Plan (PEP). The child's social worker will take the lead role in developing the PEP.
- 8.2. Combined, the Care Plan and PEP will include information and achievable goals regarding:
 - Attendance.
 - Achievement Record.
 - Behaviour.
 - Extra-curricular involvement.
 - Development needs.
 - Long term plans and aspirations.
- 8.3. PEPs will be updated termly.
- 8.4. The named Governor will report annually to the Governing Board on the progress of all Looked After Children.

9. Related policies

- 9.1. Code of Conduct
- 9.2. Behaviour Policy/ Anti-bullying Policy
- 9.3. Home School Agreement
- 9.4. Equality and Diversity Policy
- 9.5. Child Protection Policy
- 9.6. Special Educational Needs Policy.



Greswell Primary School

Policy: Looked After Children Policy

Implementation date: May 2026

Next review date: May 2028

.G Bullock

11.6.26

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Chair of Governors

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Date

11.06.26