

White Trees
independent school



Children Looked After Policy

Also see Safeguarding policy, what we do & how we do it & Curriculum Policy

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

Wonderful
Excellent
Lovely
Clever
Outstanding
Magnificent
Enthusiastic

(Acronym created by White Trees pupils)

Reviewed date: July 2021

Reviewed by SLT and the Governing Body,

Created by the Head Teacher, July 2019

Policy owner	White Trees School	Last review	December 2024
Date Created	July 2019	Next review	December 2025

Purpose

The school believes that we have a duty of corporate care towards Children Looked After (CLA). As a key corporate parent, we have a responsibility to be proactive in addressing the additional needs of these students and in liaising with other involved agencies.

This policy applies to all students who are in the care of a local authority, and who are students at the school. These students may be accommodated or subject to a full care order.

Principles

- Getting it right for children and young people (pupils) in public care is about getting it right for all children.
- This policy is therefore a vital component of the school's 'Every Child Matters' (ECM) agenda.
- Improving the educational performance of children in care is a 'joined up' issue requiring 'joined up' solutions.
- 'Children in public care are our children. We hold their future in our hands, and education is the key to that future' (Education of Young People in Care DfE 2000.)

Main ECM outcome: All

Roles and responsibilities of Executive Headteacher, other staff, governors

The **Executive Headteacher** ensures that:

- An experienced member of LT oversees the Designated Teacher for Children Looked After (CLA) at each site
- A register of these pupils is stored in a secure file to ensure confidentiality
- The CLA file will contain for each pupil the following information – who holds Parental Responsibility, together with a note of any limitations on the ability or right to exercise this Parental Responsibility, and the Care Authority and name and contact details of the social worker
- This information will be regularly updated while the pupil is on roll so that reports, invitations to participate in special needs assessments, notice of events, and ballot papers for School Governor elections are directed to all those who have parental responsibility
- The school respects the confidentiality of looked after children and ensure that any information is shared on a need-to-know basis
- Each Child Looked After must have a PEP, which is part of their care plan. The school will contribute to this plan and work in partnership with other agencies. Where appropriate, the PEP will link to their Pathway to the Classroom and other plans
- As with all our pupils, we have high expectations for educational and personal achievement, and positively promote the self-esteem of CLA.

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The **designated teacher** is to:

- Be an advocate for CLA and ensure that their voice is heard
- Maintain an overview of the needs and progress of CLA
- Ensure speedy transfer of information between individuals and other relevant agencies, sharing any concerns received on CPOMS in a timely and appropriate manner
- Ensure that there is sensitivity to the background of CLA in the teaching materials available, especially around work on families and family trees
- Contribute to the statutory CLA reviews in person or in report form – written or verbal.

The **governing body** will ensure that:

- All governors are fully aware of the legal requirements and guidance for CLA
- They will be aware of whether the school has CLA and how many
- There is a named designated teacher for CLA
- They support the Headteacher, designated teacher and other staff in ensuring the needs of CLA are met
- They have a governor who links with the designated teacher, receives regular progress reports and provides feedback to the governing body.

Pupil Premium & Pupil Premium Plus

We do not claim for Pupil Premium or Premium Plus, if pupils require any additional support then those costs are to come out of fees. If pupils require extensive additional support from services then we would look at offering a placement at our higher banding to cover these costs. If the additional banding is not appropriate then we will apply for Pupil Premium, with the impact and evidence of the expenditure being logged and monitored robustly by the DT and reported upon at PEP's, logged on the online PEP system.

Arrangements for monitoring and evaluation:

Report to governing body on CLA students' progress as part of the annual data review.

Published on	
By	
Chair of Gov Sig/Date	
Head Teacher Sig/Date	

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