



Policy for Looked After Children

Written September 2018 – Review date September 2020

1.0 **Introduction**

- 1.1 This policy is a statement of the aims, principles and strategies for looked after children at Bradford Christian School.
- 1.2 Bradford Christian School believes that in partnership with Bradford Metropolitan District Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children. We believe that to achieve our mission statement:
'Discipleship as part of a quality Christian education'
We need to be especially vigilant regarding this group of children.

2.0 **Aims:**

- 2.1 To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- 2.2 To support our looked after children and give them access to every opportunity to achieve to their potential and enjoy learning.
- 2.3 To fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children, by asking the question, 'Would this be good enough for my child?'

3.0 **Responsibilities**

- 3.1 There is a Designated Student Support Team for Looked After Children who will act as their advocates and co-ordinate support for them. This is led by the head of DSP and the SENCo.
- 3.2 There is a designated Governor for Looked after children. That governor is Simon MacKenzie. They will ensure that:
- the school has a coherent policy for looked after children
 - the school's policies and procedures are reviewed in the light of social inclusion guidance and joint DH/DfES guidelines
 - looked after children have equal access to all areas of the curriculum

4.0 **Definitions**

- 4.1 The term "looked after" was introduced by the Children Act 1989. This refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child's welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis.
- 4.2 Furthermore, the term "looked after", which is widely used in social services is synonymous with the term "in public care", which has been adopted by the DfES in their publication, "The Education of Young People in Public Care".

5.0 **Objectives –**

- 5.1 We will ensure that all our Looked after children are treated to the same care and attention as our other pupils and in addition we will:
- 5.2 Work alongside social workers to ensure that each looked after child has a current Personal Education Plan in place.
- 5.3 Provide a climate of acceptance and challenge negative stereotypes.

- 5.4 Ensure all children who are looked after have the same opportunities to participate fully in the National Curriculum, careers guidance, extra-curricular activities, work experience, and enjoy the school experience fully in line with corporate parenting principles.
- 5.5 Ensure discretion when addressing a child's care status and ensure there is sensitivity to the background of children who are looked after, especially surrounding work on family.
- 5.6 Ensure that a clear protocol for sharing of information will be followed both within school and with outside agencies.
- 5.7 Endeavor to support all looked after children educated in this school to achieve to their fullest possible academic potential.
- 5.8 The school also acknowledges that adopted children, like LAC children, may also have underlying needs that staff should be aware of. If this is the case, then an adopted child, like a LAC child, may have a pupil passport where necessary.

6.0 **Personal Education Plans**

6.1 Each child will have a Personal Education Plan (PEP), which their social worker will take the lead in developing. However, the school's role in this plan is crucial and at least one member of staff who knows the child well will attend the meeting to establish and subsequently review this. Other staff will contribute in writing as appropriate.

6.2 The PEP will consider:

- the child's strengths and weaknesses
- interests, both in and out of school
- developmental and educational and pastoral needs
- future plans, and how these can be supported
- issues arising for the child
- It will also identify targets that will be reviewed during the next PEP meeting.

7.0 In writing this version of the policy the following have been referenced:

- Keeping Children Safe in Education Sept 2018
- Working together to safeguard children April 2018
- Children Act 1989
- The Education of Young People in Public Care

7.1 This policy should be read in conjunction with the following school policies

- Safeguarding
- Child protection
- Confidentiality

8.0 Review

8.1 The policy was written in 2015 and will be reviewed bi-annually. The latest review was completed in September 2018.

Formally agreed through Governors compliance:	7th November 2018
Signed Andrew Taylor – Chair of Governors	Andrew Taylor
Signed Phill Moon – Head Teacher	Phill Moon
Review Date:	September 2020