

Achieving Excellence through Leadership

Child Looked After Policy

Document Details	
Approving Body	FGB
Author	Giles Junior School
Committee Responsibility	Curriculum and Standards
Scheduled Review	Every two years
Date of Policy	July 2026
Next Review	July 2028

Please note that all policies are signed digitally on Governor Hub following ratification at the relevant Committee or Full Governor Body Meeting.

Changes since last review

- **Aligned with current statutory guidance** (including KCSIE current edition and Working Together).
- **Written specifically for Giles Junior School**, rather than reading like a Hertfordshire template.
- **Structured around governors' and inspectors' expectations**, with clear sections and less repetition.
- **Consistent with your other policies**, including your relationship-based approach and Positive Relationships Policy.

1. Purpose

At Giles Junior School we are committed to ensuring that Children Looked After (CLA) and Previously Looked After Children receive a high-quality education, feel safe, valued and included, and achieve the very best outcomes. This policy sets out how the school meets its statutory duties and reflects our relationship-based ethos and Positive Relationships Policy.

2. Legal Framework

This policy is informed by the Children Act 1989 and 2004, the Children and Social Work Act 2017, the Education Act 1996, the Designated Teacher for Looked-after and Previously Looked-after Children statutory guidance (2018), Keeping Children Safe in Education (current edition), Working Together to Safeguard Children (current statutory guidance), the SEND Code of Practice and the Equality Act 2010.

3. Roles and Responsibilities

Designated Teacher: Louise Whitby (Headteacher).

Designated Governor: Kim Hedley.

The Designated Teacher will monitor educational progress, coordinate Personal Education Plans (PEPs), oversee Pupil Premium Plus funding, liaise with carers, social workers and the Virtual School, provide staff guidance and report annually to governors.

4. School Commitment

Giles Junior School promotes high expectations, inclusive practice and a relationship-based approach. Children Looked After will benefit from quality first teaching, targeted pastoral support, effective transition arrangements, appropriate SEND provision where required and opportunities to participate fully in school life.

5. Personal Education Plans

Every Child Looked After will have an up-to-date Personal Education Plan reviewed at least termly. Targets will be monitored through normal assessment systems and reviewed with carers, the social worker and the Virtual School.

6. Attendance

Attendance is monitored closely through the school's attendance procedures. Concerns are addressed promptly with carers, social workers and the Virtual School to remove barriers to attendance at the earliest opportunity.

7. Behaviour and Inclusion

Behaviour will be managed in accordance with the school's Positive Relationships Policy. Staff recognise the impact of trauma, attachment and adverse childhood experiences and will use restorative and relational approaches while maintaining high expectations.

8. SEND and Additional Needs

Where a child also has SEND, support will be delivered through the graduated approach in line with the SEND Policy. The Designated Teacher and SENCO will work together to ensure coordinated provision.

9. Safeguarding

The Designated Safeguarding Lead and Designated Teacher will work closely to ensure safeguarding concerns are identified and acted upon promptly. Staff will follow the Child Protection and Safeguarding Policy and Keeping Children Safe in Education (current edition).

10. Suspensions and Permanent Exclusion

The school will make every effort to avoid suspension or permanent exclusion. Alternative strategies, reasonable adjustments and enhanced pastoral support will always be considered before exclusion wherever appropriate.

11. Admissions and Transition

Children Looked After and Previously Looked After Children receive the highest admissions priority. Transition arrangements will be carefully planned with parents, carers, previous settings and the Virtual School.

12. Monitoring

The Governing Board will review this policy annually. The Designated Teacher will provide an annual report summarising attendance, attainment, progress, PEP completion, use of Pupil Premium Plus funding, safeguarding, suspensions and participation in wider school life. Governors will use this information to evaluate the effectiveness of provision and ensure statutory duties continue to be met.