MISSION STATEMENT

Christ is our teacher.

At St Bernard’s we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential. We aim to develop positive relationships with every individual and family, the parishes and the wider community.

“I have come that they may have life and have it to the full”

John 10:10
In any given year the number of children who are looked after attending St Bernard’s Catholic High School varies. It is the responsibility of the Designated Teacher for Looked After Children to monitor, support and act as an advocate for these children to ensure they have a positive and enhanced school experience.

At St Bernard’s Catholic High School we work in partnership with the Virtual School, Social Care and parents/carers to enable each Looked After Child to reach their potential.

**THE ROLE OF THE DESIGNATED TEACHER**

**Is to:**
- Make it a priority to know the children well and build strong relationships;
- Skilfully linking each child to a key person they relate well to;
- Balance high level support with real challenge;
- Develop strong partnerships with carers, local authorities and specialist agencies;
- Ensure consistency as well as discrete flexibility;
- Actively extend the horizons of each young person;
- Plan for future transitions;
- Make things happen and see things through;
- Do the things they do for all children but more so;
- Report to the Governing Body each term or at least on an annual basis on the position progress and outcomes for Looked After Children and the impact of funding – The Pupil Premium Plus;
- Attend relevant training and disseminate information and good practice;
- Raise staff awareness of the difficulties facing children in care;
- Enable each Looked After Child to contribute to their education plan;
- Assess each Looked After Child’s attainment;
- Ensure the Personal Education Plan is a record of what needs to happen for Looked After Children to enable them to fulfil their potential;
- Ensure the Personal Education Plan reflects the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances;
- Ensure that the educational targets set within the plan are implemented and monitored;
- Ensure that targets set are realistic and challenging and reflect our high expectations for Looked After Children;
- Ensure that the Personal Education Plan is current and available in time to inform the first and subsequent review meetings;
- Maintain records of all Looked After Children including those looked after by other authorities.

*The Designated Teacher has a key role to play, but we recognise that all staff have important and complementary parts to play also.*
THE ROLE AND RESPONSIBILITY OF ALL STAFF

- Have high aspirations and expectations for the educational and personal achievement of Looked After Children;
- Celebrate the achievement of Looked After Children;
- Ensure that all Looked After Children are supported sensitively;
- Respond positively to a child’s request to be the named member of staff whom they can talk to when they feel it is necessary;
- 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;
- Maintain confidentiality; be sensitive to the wishes of the child;
- Effective assessment, monitoring and recording practices are established;
- Support the engagement of Looked After Children in out of schools hours learning;
- Identify timely any additional needs and Special Educational Needs in order to work in partnership to meet those needs.

The Governing Body has an important role to play and will ensure that the school has a Designated Teacher and that the Designated Teacher is able to carry out their responsibilities effectively.

THE ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The Governing Body will:
- Ensure that the school has a Designated Teacher who is a qualified teacher and that the Designated Teacher is enabled to carry out his or her responsibilities;
- Support the Head Teacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met;
- Ensure that all governors are fully aware of the legal requirements and guidance on the education of Looked After Children;
- Ensure that the admissions criteria and practice prioritises Looked After Children;
- Consider a termly report and as a minimum an annual report from the Designated Teacher on the progress and educational needs of Looked After Children;
- Allocate resources to meet the needs of Looked After Children;
- Ensure the Designated Teacher has the opportunity to attend training;
- Nominate a Governor to take a special interest and liaise with the Designated Teacher – the Designated Governor for Looked After Children;
- Ensure that school’s policies and procedures give Looked After Children equal access in respect of:
  - Admission to school
  - National Curriculum Tests/Examinations both academic and vocational
  - Out of school hours learning and extra-curricular activities
  - Additional Educational support
  - Work experience opportunities and careers guidance
- Annually review the effective implementation of the school policy for Looked After Children.
THE ROLE AND RESPONSIBILITY OF THE DESIGNATED GOVERNOR

Is to:

- to champion and promote the needs of children within the school who are “looked after” including ensuring the Pupil Premium Plus is allocated fairly and judicially;
- support the Headteacher, the designated teacher and other staff in ensuring that the needs of looked after children are recognised and met, by ensuring that the school has a specific policy that addresses the needs of looked after children;
- liaise with the designated teacher for looked after children to ensure that all policies within the school ensure looked after children have equal access to all aspects of education;
- assist the school in looking at whether the specific policies and practice on behaviour, admissions (if the governing body is the admissions authority), attendance and special educational needs adequately address the needs of looked after children and young people;
- to be aware of the number of children on roll at the school who are looked after, to ensure that a Personal Education Plan is established for each child when they enter school, and that this is monitored and reviewed on a regular basis;
- be aware of the SATS scores and/or GCSE results for looked after children as a discreet group, and how these compare with those of other students.

The Designated Governor will liaise with the Designated Teacher and report to the Governing Body on an annual basis:

- The number of Looked After Children on roll;
- Their attendance, as a discreet group, compared to other children;
- Their attainment and achievement as a discrete group, compared to other children;
- Transition information from KS2;
- The number of children with up to date Personal Education Plans;
- The number of children with SEN and statements;
- The number of fixed term and permanent exclusions;
- The number of placement moves (if any) of any student in an academic year;
- The destinations of children who leave the school;
- The effectiveness of the Looked After Children’s Pupil Premium.

The information for this report will be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

Name of Designated Teacher: Tracey Howe

Name of Designated Governor: Mgr J Ryan
This policy takes account of:

- The Children Act 2004, Section 52, which places a duty on local authorities to promote the educational achievement of Looked After Children;
- The Education (Admissions of Looked After Children) Regulations 2010;
- Relevant DCSF now DFE guidance to Governing Bodies (Supporting Looked After Learners);
- The Children and Young Persons Act 2008;
- Designated Teacher Statutory Regulations September 2009;
- The Equality Act 2010;
- Associated guidance on the education of Looked After Children.