



EDUCATION OF LOOKED AFTER CHILDREN

This is a whole-school policy, within the framework of which the Primary School and the Nursery policies operate as appropriate.

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

The school's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion through challenging and changing attitudes.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and wellbeing.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

We will:

- Ensure a Designated Teacher for Looked After Children is identified and enabled to carry out the responsibilities set out below
- Ensure a Single Learning Plan is put in place, implemented and regularly reviewed for every Looked After Child
- Identify a governor as Designated Governor for Looked After Children.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Looked After Children when reviewing them:

Behaviour Policy.
Home/School Agreement.
Anti-bullying Policy.
Equal Opportunities Policy.
Child Protection Policy.
Special Educational Needs Policy.

The school will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

RESPONSIBILITY OF THE HEAD

- Identify a Designated Teacher for Looked After Children, whose role is set out below.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Looked After Children. (OFSTED may select a number of Looked After Children, tracking their results and the support they have received).
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

RESPONSIBILITY OF THE GOVERNING BODY

- Identify a nominated Governor for Looked After Children.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children.
- Ensure the school has an overview of the needs and progress of Looked After Children.
- Allocate resources to meet the needs of Looked After Children.
- Ensure the school's other policies and procedures support their needs.

Procedures:

The Governing Body will:

- Monitor the academic progress of Looked After Children, through an annual report (see below).
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Looked After Children achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Head teacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- Receive a report once a year setting out:
 1. The number of looked-after pupils on the school's roll (if any).
 2. Their attendance, as a discreet group, compared to other pupils.
 3. Data on their achievement as a discreet group, compared to other pupils.
 4. The number of fixed term and permanent exclusions (if any).
 5. The destinations of pupils who leave the school.

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

THE ROLE OF THE DESIGNATED TEACHER

Government guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them."

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Single Learning Plan to plan for that transition in consultation with the child's social worker

- Ensure that a Single Learning Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
 - Ensure that each Looked After Child has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes. Members of staff who take on this role may need to be supported by someone from the school's pastoral staff. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Teacher for Child Protection.
 - Track academic progress and target support appropriately
 - Co-ordinate any support for the Looked After Children that is necessary within school.
 - Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
 - Encourage Looked After Children to join in extra-curricular activities and out of school learning.
 - Ensure, as far as possible, attendance at planning and review meetings.
 - Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children.
 - Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and - if the pupil changes school - to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that 60% of Looked After Children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.

THE RESPONSIBILITIES OF ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement of Looked After Children, as for all pupils.
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively.
- Respond positively to a pupil'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.
- Have an understanding of the key issues that affect the learning of Looked After Children.
- Be aware that 60% of Looked After Children say they are bullied so work to prevent bullying in line with the School's policy.

Updated by Mr NH Vyse: September 2017

Approved on behalf of the Board of Governors by Mr D Hopkinson (Clerk to the Governors): October 2017