



## **POLICY FOR LOOKED AFTER CHILDREN**

- **Definition**

- Looked After Children are those in public care and are either:
  - Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
  - Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
  - Remanded into care.
    - A private agreement is not public care - when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

- **Rationale**

- The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are of real concern.
- It follows that children and young people who are looked after need special treatment and positive discrimination in their favour if this situation is to be improved.
- For Looked After Children this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

- **Roles and Priorities**

### **The Headteacher and Leadership Team**

- The Headteacher and Leadership Team will ensure the provision/outcomes for Looked After Children are specifically recorded in:-
  - The school's SEF
  - Appropriate School Policies and Procedures
  - Specific Reports on issues such as children progress in relation to targets, exam results; attendance; behaviour, sanctions, exclusions; children voice.
  - School Development Plan - if evaluation shows that improvement in provision is needed

The Headteacher and Leadership team will also:-

- Provide a report on the provision for, and progress of, Looked After Children to the Governing Body in the Headteachers report to Governors.

- Ensure staff are aware that the provision to support Looked After Children is a key school priority.
- Give the Designated Teacher for Looked After Children the time and facilities to carry out his / her job description and to support them at all times in their work.
- Show a personal interest and involvement in Looked After children in the school.
- Challenge negative stereotypes of Looked After Children if they exist and to insist on the highest of expectations and especially in terms of Looked After Children achieving their full potential.
- Provide Continuing Professional Development for staff on issues pertaining to Looked After Children and to ensure that Designated Teachers attend regular training.
- Provide information to the School Improvement Partner regarding the progress of Looked After Children on the school's roll.

### **Governing Body**

- The Governing Body will appoint a Designated Teacher for Looked After Children.
- The Governing Body will receive reports on Looked After Children as outlined above.

### **Designated Teacher**

The Designated Teacher will

- Be a champion for Looked After Children within the school and ensure that they are receiving special provision.
- Ensure that the Looked After Children are aware of whom the Designated Teacher is, and that is the member of staff whose role is to support them at school.
- Ensure that teachers who need to know are aware of who are Looked After Children, and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- To draw up strategies for Looked After children who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To act as the liaison for the school with CIS and the Virtual School with regard to LAC.
- To undertake periodic children voice exercises.
- Keeping the Virtual School Team informed about the general progress of Looked After Children;
- Informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the children's educational development.
- The Virtual School Team will keep Designated Teachers informed on all issues relating to their Looked After Children on a continuous and regular basis.

### **Head Teacher**

The Headteacher will:

On a day to day basis provide support for LAC in the school

- Ensure that all possible is being done to raise the achievement levels of Looked After Children –
- the Looked after children are following an appropriate curriculum.
- the Looked after children know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better;
- the school's data tracking show on a half - termly basis if a child is underachieving with monitored intervention strategies then being put into place;

- the Looked after children are entered for SATs and public exams in all cases unless it is totally inappropriate;
- the Looked after children have access to any booster support that is available in the school;
- the Looked After Children have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
- Looked After Children on the Special Educational Needs register receive all possible support to meet their needs;
- the very able Looked After Children have access to the school's Gifted and Talented provision;
- all possible support is given at times of transition
- Looked After Children are completing homework and is of good quality.
- Ensure Looked After Children receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- To ensure that Looked After Children receive a smooth induction into the school, with the obtaining of all relevant past history.
- To keep comprehensive and up to date files on each Looked After Child and to ensure that these are passed on should the children move school.
- To play the lead educational role at PEP meetings and in setting individual PEPs.
- To check with staff on a continuous basis how the Looked After Children are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort etc.
- To monitor attendance on a regular basis and to report any concerns to the EWO straightaway.
- To encourage Looked After Children to be fully involved in extracurricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, eg year and school councils.
- To ensure that Looked After Children know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff).
- To make provision for specific mentoring or counselling as needed.
- To liaise with carers keeping them informed but also urging them to be partners in the children's education and showing them how they can do this.
- To ensure that Looked After Children are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case.
- To be vigilant for any child protection issues and also to check carefully for any sign of a Looked After Child being bullied.
- To ensure that the School Nurse is aware of the child's medical history and is liaising with the Looked After Children Health Support Team.

### **Teachers**

To be aware of Looked After Children in their classes and to give them all possible support and encouragement as Looked After Children who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.

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