

Bill Quay Primary School



Policy & Responsibilities for Looked After Children

Rationale

Schools are key in helping to raise the educational standards and improving the life chances of looked after children, and in tackling the causes of social exclusion through careful planning, monitoring and evaluation. Schools can also provide a source of continuity and “normality” for children who may have been subject to emotional distress, abuse, and disruption. School can be the place where children maintain friendships and a place where they feel safe and can be themselves. Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after children and schools play a pivotal role in this.

Legal Framework

Recent legislation and guidance from the Department for Education and Skills (DfES) and the Department of Health and Social Care (DHSC) requires schools to have effective policies for supporting and promoting the education of looked after children.

Schools must:

- Ensure access to a balanced and broadly based education to all looked after children
- Prioritise recording and improving the academic achievement of all looked after children
- Prioritise a reduction in the number of exclusions and truanancies for all looked after children
- Ensure there is a designated teacher to advocate for the rights of looked after children
- Promote the attendance of looked after children

Aims of this policy

Bill Quay’s approach to supporting the educational achievement of looked after children is based on the following principles:

- Placing the highest priority on their education.
- Promoting attendance.
- Having high expectations.
- Promoting inclusion.
- Aiming to achieve stability and continuity.
- Supporting early intervention.
- Listening to children.
- Promoting health and wellbeing.
- Minimising the use of exclusions
- Working in partnership with carers, social workers and other professionals.

As for all our pupils, Bill Quay is committed to helping every looked after child to achieve the highest standards they can, including supporting their aspirations to achieve in further and

higher education. This can be measured by improvement in their achievements and attendance.

We will:

- Work alongside social workers to ensure that each looked after child has a current Personal Education Plan in place;
- Provide a climate of acceptance and challenge negative stereotypes;
- 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;
- 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;
- Ensure the designated teacher is provided with regular training, and that they cascade this training to school staff as appropriate;
- Seek to review all school policies regularly referring to 'Promoting the education of looked after children and previously looked after children' (Statutory guidance for local authorities February 2018)
- Ensure that a clear protocol for sharing of information will be followed both within school and with outside agencies (Information Sharing Advice 2015)
- Endeavour to support all looked after children educated in this school to achieve to their fullest possible academic potential.

This policy should be read in conjunction with other school policies including the following:

- The School Code of Conduct.
- Behaviour Policy.
- Home School Agreement.
- Equal Opportunities Policy.
- Special Educational Needs Policy.
- Safeguarding Policy

Roles and Responsibilities

The Governing Body will:

- Ensure that the designated teacher, Toni Hilton, undertakes appropriate training.
- 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 appropriate resources to meet the needs of looked after children.
- Ensure the school's other policies and procedures support their needs
- Support the Head Teacher, the designated teacher and other staff in ensuring that the needs of looked after children are recognised and met.

- Monitor the academic progress of looked after children, through an annual report and regular updates at Care Team meetings.

The Head Teacher will:

- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of looked after children and take action where attainment, behaviour or attendance is causing concern.
- Report on the attainment, behaviour and attendance 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.
- Develop a policy for looked after children;
- Have lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) within school in partnership with others as necessary;
- Keep an up to date list of looked after children in school and clearly establish who has parental responsibility;
- Be aware that the specific needs of looked after children should be communicated sensitively to appropriate staff, both teaching and non-teaching, and have regard to confidentiality;
- Make sure that the PEP is an effective tool to help the school do everything possible to support the young person's educational progress.
- Liaise with the virtual school head and the looked after children's education support team (REALAC) as appropriate, but in particular about children who are new into care or when a looked after child joins the school.

The Special Educational Needs Co-ordinator will:

- Assess a young person's specific educational needs promptly when a child at the school becomes looked after, or when a looked after child joins the school either at the beginning of, or during, the school year;
- Give advice to staff regarding support strategies;
- Liaise with any relevant external agencies;

All staff will:

- Have high aspirations for the educational and personal achievement of looked after children.
- Maintain looked after children's confidentiality and ensure they are supported sensitively.
- 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

Adopted by staff and governors: September 2018

