



Child Looked After Policy

V1.0

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Revision History

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1.0 PURPOSE OF THE POLICY

Nationally, Children Looked After significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that Children Looked After are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well being. The purpose of this policy is to promote the educational achievement and welfare of Looked After Children within Levenshulme High School.

Levenshulme High School's approach to supporting the educational achievement of Children Looked After 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.

2.0 Implications

As for all our pupils, Levenshulme High School is committed to helping every Child Looked After to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education. This can be measured by improvement in their achievements and attendance.

The Governing Body of Levenshulme High School is committed to providing quality education for all pupils and will:

- Ensure Children Looked After are prioritised in the school's oversubscription criteria, in line with the Education (Admission of Children Looked After) (England) Regulations 2006. (These require admissions authorities to give top priority for admission to CLA in their oversubscription criteria. Faith schools must give first priority to CLA of their faith ahead of other applicants, and are permitted to give priority to all CLA, regardless of faith. In addition, Grammar schools must give top priority to CLA who meet the academic requirements).
- Ensure a Designated Teacher for Children Looked After is identified and enabled to carry out the responsibilities set out below
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every Child Looked After, in line with Manchester's guidance
- Identify a governor as Designated Governor for Children Looked After.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Children Looked After when reviewing them: Oversubscription criteria, The School Code of Conduct, Behaviour for Learning Policy, Discipline Policy, Home School Agreement, Anti-bullying Policy, Equal Opportunities Policy, Keeping Children Safe Policy, Special Educational Needs Policy and Safeguarding Policy.

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

3.0 RESPONSIBILITY OF THE ACADEMY HEADTEACHER

- Identify a Designated Teacher for Children Looked After, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress attendance and any exclusions of Children Looked After and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Children Looked After. OFSTED now select a number of Children Looked After, 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.

4.0 RESPONSIBILITY OF THE LOCAL GOVERNING BODY

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

5.0 PROCEDURES THE LOCAL GOVERNING BODY WILL FOLLOW:

- Monitor the academic progress of Children Looked After, through an annual report (see below)
- Ensure that Children Looked After are given top priority when applying for places in accordance with the school's oversubscription criteria
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Children Looked After 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 Headteacher, the Designated Teacher and other staff in ensuring that the needs of Children Looked After 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. Their Key stage results, GCSE results, and other qualifications achieved, 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.

6.0 THE DESIGNATED TEACHER

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen. They should be an advocate for Children Looked After, assessing services and support, and ensuring that the school shares and support high expectations for them”. Governors should be aware that all schools are already required to have a designated teacher for CLA. It is strongly recommended that this person should be a member of the Senior Leadership Team. Training for Designated Teachers has been and will continue to be available through our Children Looked After Education Adviser Team. Governors should also be aware that OFSTED will focus on Children Looked After, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Our designated teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker
- Ensure that Personal Education Plan is completed with the child, the social worker, the carer and any other relevant people, at least two weeks before the Care Plan reviews
- Ensure that each Child Looked After 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
- Have responsibility for accessing extra tuition and using the allocated funding to support academic progress and opportunities for wider development
- Co-ordinate any support for the Children Looked After that is necessary within school
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis
- Encourage Children Looked After 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 Children Looked After
- 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 pupils changes school – to a new school.
- Be proactive 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 Children Looked After say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy
- Ensure that the audit on attendance and numbers is returned to the CLA Education Adviser every term. Raise awareness in secondary schools that Children Looked After are automatically entitled to an allowance if they go into the sixth form.

7.0 RESPONSIBILITIES OF ALL STAFF

Our staff will:

- Have high aspirations for the educational and personal achievement of Children Looked After, as for all pupils
- Maintain Children's Looked After 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 Children Looked After to achieve stability and success within school
- Promote the self-esteem of all Children Looked After
- Have an understanding of the key issues that affect the learning of Children Looked After
- Be aware that 60% of Children Looked After say they are bullied so work to prevent bullying in the line with the School's policy

The Headteacher/Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.