



Trinity High School
& SIXTH FORM CENTRE

An Independent State Funded Academy

POLICY FOR THE EDUCATION OF LOOKED AFTER CHILDREN

Reviewed:	Oct 2013
Adopted by Governing Body:	03.12.2013
Review date:	Oct 2016

POLICY FOR THE EDUCATION OF LOOKED AFTER CHILDREN

Under the Children Act 1989, a child is looked after if s/he is in the care of, or is provided with accommodation for more than 24 hours by, a local authority. The term 'Looked after children' refers to:

- (i) Children accommodated by the Local Authority under a voluntary agreement with their parents (section 20)
- (ii) Children subject to a care order (section 31.1) or interim care order (section 38)
- (iii) Children who are subject to emergency orders for the protection of the child (section 44)

It is important not to confuse a young person's legal status with their living arrangements. A child on a care order, for example, could be living:

- with foster carers.
- in a children's home.
- with relatives or friends.
- with one or both parents under supervision by social care.
- with prospective adoptive parents (but still retain Looked After legal status until final adoption order is made by the courts)

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 wellbeing, in line with Every Child Matters.

Helping Looked After Children succeed and providing a better future for them is a key priority for Worcestershire LA and Worcestershire Schools. This policy takes account of:

- The County Council's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC)
- The Education (Admission of Looked After Children) (England) Regulations 2006
- Relevant DfE guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*)

Trinity High 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

Implications

As for all our pupils, Trinity High School is committed to helping every Looked After Child 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 Trinity High School is committed to providing quality education for all pupils and will:

- Ensure Looked After Children are prioritised in the school's oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2006
- Ensure a Designated Teacher for Looked After Children 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 Looked After Child, in line with Worcestershire's guidance on Personal Education Plans
- 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:

- Oversubscription criteria
- The School Code of Conduct
- Behaviour Policy
- Discipline Policy
- Home School Agreement
- Anti-bullying Policy
- Equal Opportunities Policy
- Harassment and Discrimination 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 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 Local After Children, through an annual report (see below)
- Ensure that Looked After Children 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 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 Headteacher, 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. Their SAT scores, 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
 6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

RESPONSIBILITY OF THE HEADTEACHER

Identify a Designated Teacher for Looked After Children (JCO supported by CHA) 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 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 now 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.

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.”

All schools are required to have a designated teacher for LAC. It is strongly recommended that this person should be a member of the Senior Management Team (JCO). Training for Designated Teachers has been and will continue to be available through the LA Looked After Children Education Adviser Team. Governors should also be aware that OFSTED will focus on Looked After Children, 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 a Personal Education 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.

- Ensure that the audit on attendance and numbers is returned to the LAC Education Adviser every Term.
- Raise awareness in secondary schools that Looked After Children are automatically entitled to an allowance if they go into the sixth form.

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.

FURTHER AND HIGHER EDUCATION

Looked After Children are under-represented in higher education and there is a high drop out rate in further education. They need additional encouragement to consider educational and training opportunities post 16, as there may not be any other adult in their lives able to communicate this. The Personal Education Plan and Pathway Plan (in the case of a young person aged 16), provide practical tools for focusing on educational development, including the opportunity for young people to explore their potential for higher education. At Trinity High School the focus for a looked after young person going to further or higher education begins early in order to build a good record of achievement. Where there are opportunities to attend taster days offered by colleges and universities, young people are encouraged to attend. To this end, Trinity High School supports all Looked After Children to engage in such activities.

This policy was agreed and adopted at a Governors' Meeting held on:

The policy will be formally reviewed in October 2016.

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

Advice and support is available from Worcestershire County Council's Looked After Children Education Adviser team.