



Looked After Children & Young People in Public Care Policy

Approved by Governors on: April 2010

Review Date: To be determined by Headteacher/Governing Body

Next review by: Assistant Head Teacher i/c Pupil Care and Learning Support

This policy should be read in conjunction with all other policies and not as a standalone policy

Nationally, **Children** who are **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 **Looked After Children** are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well being, in line with Every Child Matters.

Helping Looked After Children succeed and providing a better future for them is a key priority for Cardinal Wiseman Catholic School. This policy takes account of:

- Section 52 of the Children Act 2004 to promote the educational achievement of **Children Looked After (CLA)**.
- The Education (Admission of **Children Looked After**. (England) Regulations 2006.
- Relevant DfES guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors) and other guidance from the Department for Children, Schools and Families.
- White Paper: Care Matters - Time for Change (2007)

Cardinal Wiseman Catholic School's approach to supporting the educational achievement of **Children Looked After** is based on the following principles:

- Prioritising education
- Promoting attendance
- Supporting transition from KS3 and onto KS5
- 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
- Working in partnerships with carers, social workers, Horizons and other professionals

IMPLICATIOIS

Cardinal Wiseman Catholic 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 is fully supported by the Governing Body of the school. The success of this aim may be measured by improvements in a student's achievement and attendance. See "*A high quality of education provides the foundation for transforming the lives of children in care*" (White Paper Care Matters: Time for a Change, DfES 2007).

The Governing Body is committed to providing quality education for all pupils and will:

- Ensure that **Children Looked After from a Catholic faith** are prioritised in the school's admissions criteria, in line with the Education and Inspection Act 2006 (Admission of **Looked After Children**, England). These require admissions authorities to give top priority for admission to LAC in their admissions criteria. As a faith school we must give first priority to LAC of Roman Catholic faith, ahead of other applicants.
- 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 in place, implemented and regularly reviewed for every **Children Looked After**, in line with each Local Authority's guidelines/provision.
- 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:

- Admissions criteria
- The School Code of Conduct
- Behaviour Policy
- Discipline Policy
- Home School Agreement
- Anti-bullying Policy
- Policy on Racial Harassment



- 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.

DUTIES AND RESPONSIBILITIES OF THE 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**.
- Allocate resources to meet the needs of **Children Looked After**, through funding schemes such as access 4 all.
- Ensure the school's other policies and procedures support the needs of Looked After Children

Procedures,

- Monitor the academic progress of **Children Looked After**, through an annual report produced by the Designated Teacher (see below).
- Ensure that **Children Looked After** are given top priority when applying for places in accordance with the school's admissions criteria.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures (alternative provision) 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 **Children 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.

Governors should be aware that 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. Training for Designated Teachers has been and will continue to be available through Ealing's **Children Looked After** Education Service.

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.

DUTIES AND RESPONSIBILITIES OF THE 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 immediate action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of **Children Looked After**. **OFSTED** will 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.

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 **Children Looked After**, assessing services and support, and ensuring that the school shares and supports high expectations for them." The White Paper proposes that the Designated Teacher post becomes statutory.

Our Designated Teacher will liaise with and oversee key staff & external professionals to:

- Ensure a welcome and smooth induction for the child and their carer, using the Personnel Education Plan to plan for 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 that the relevant Head Of Year has contributed to the process.
- Ensure that each **Children Looked After** has an identified member of staff that they may 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 the relevant Head of Year. 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 with the school's designated teacher for child protection.*
- Track and monitor academic progress and target support appropriately liaising with the SENCo as necessary. Coordinate any support for **Children Looked After** 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. Where necessary funding should be made available to allow LAC pupils to access a full range of extra-curricular activities.
- Ensure, as far as possible, attendance of key staff at planning and Looked After Review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of **Children Looked After**
- Communicate/set up timely meetings with relevant parties (carer, social worker, Horizons) when the pupil is experiencing difficulties in school or is at risk of exclusion. Inform Horizons immediately when a LAC has been excluded, to arrange alternative provision of education.
- Liaise with all professionals and agencies working with the **Children Looked After**.
- 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 (connexions, college, 6th form)
- Be aware that 60% **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.
- Promote inclusion in all aspects of school life. Exclusion should only be used as a last resort, and all other strategies and support mechanisms must be explored first. Where exclusion is considered to be the only option, Horizons should be contacted in order to provide alternative provision for the term of the exclusion
- Ensure that attendance & achievement data is returned to the relevant Local Authority LAC Education Service team every term.
- Ensure that all staff have relevant training for **Children Looked After** needs and of this policy, to enable them to positively promote their education.
- Act as a champion for **Children Looked After** and advocate for them in school.

DUTIES AND RESPONSIBILITIES OF ALL STAFF

All our staff will:

- Have high aspirations for the educational and personal achievement of **Children Looked After**, as for all pupils.
- Maintain **Children Looked After** confidentiality and ensure they are supported sensitively.
- Respond positively to a pupil's request to be the named member of staff to whom they may talk with
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable **Children Looked After** to achieve stability 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.**



The Cardinal Wiseman Catholic School



- Be aware that 60% of **Children Looked After** say that they are bullied so work to prevent bullying in line with the School's policy.