

Looked After Children Policy

Campton Academy



Approved by:	Akhtar Ahamed
Signed:	
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Next review due by:	September 2025

1. Definition

Under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she:

- is provided with accommodation for a continuous period for more than 24 hours
- is subject to a care order; or
- is subject to a placement order

2. Aims

This policy aims to promote the educational achievement and welfare of pupils in public care. The school and the governing body welcomes LAC who may be looked after by our local authority or those who may be in the care of another authority but living in Central Bedfordshire.

We aim to:

- Ensure an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked After children.
- Provide all Looked After Children with a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require
- Have high expectations for the child and ensure equal access to a balanced and broad based education.
- Record, monitor, and improve the academic achievement of the child in addition to their health and wellbeing.
- Achieve stability and continuity
- Prioritise reduction in suspensions and promote attendance.
- Promoting inclusion through challenging and changing attitudes.
- Promote good communication between all those involved in the child's life and listen to the child.
- Maintain and respect the child's confidentiality wherever possible.
- Ensure staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Looked After Children.

3. Rationale

Many children who are in care have suffered abuse or neglect. Despite having as broad a range of abilities as their peers, Looked After Children are particularly vulnerable to underachievement. Nationally, Looked After Children (LAC) significantly underachieve in all key stages and are at greater risk of suspension compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. Campton Academy recognises that Looked After Children may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty. Helping LAC succeed and providing a better future for them is a key priority in our school.

Campton Academy believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every Looked After Child can be successful. We believe that this school has a major part to play in ensuring that LAC are able to be healthy, stay safe, enjoy, achieve and make a positive contribution to society.

4. Legislation and guidance

This policy includes requirements set out in "[Promoting the education of looked-after and previously looked-after children, 2018](#)" and associated guidance on the education of Looked After Children.

5. Confidentiality

- Information on looked after children will be shared with school staff on a “need to know” basis
- The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

6. Record keeping and information sharing

- The Designated Teacher will keep an up-to-date record of Looked After Children in school and will ensure that relevant information is made known to appropriate staff.
- A Personal Education Plan will be initiated within 20 school days of the Looked After Child starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriate to meet the needs of the LAC. The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly.
- Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition.

7. Suspension

- Campton Academy recognises that Looked After Children are particularly vulnerable to suspensions.
- Where a LAC is at risk of suspension the school will try every practicable means to maintain the child in school. A multi-professional meeting will be arranged, bringing together all those involved with the young person to discuss strategies to minimise the risk of suspension.
- The child or young person’s Personal Education Plan will reflect strategies to support the child and where relevant those employed in the Pastoral Support Plan. All relevant measures and resources will be considered to provide support and provide alternative educational packages to prevent a suspension from happening.
- Please refer to the school’s Behaviour Policy for more information.

8. Support and resources

The Governing body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for Looked After Children, meeting the objectives set out in this policy.

9. Home-school liaison

The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable Looked After Children to achieve their potential.

Open evenings as well as PEP and Care Plan review meetings provide opportunities to continue to develop this partnership working

10. Admission arrangements

We recognise that due to care arrangements LAC may enter school mid-term and that it is important that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle.

The school recognises that Looked After children are an ‘excepted group’ and will prioritise Looked After Children in the school’s oversubscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006).

11. Links with other agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the Looked After Child, including Social Care teams; Educational Psychologist; Health Services, CAMHS.

12. Responsibilities

The role of the Principal – Mrs Sarah Fraher

- Identify a Designated Teacher for Looked After Children, 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 suspension 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 to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

The role of the Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children.
- Ensure that 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.
- 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 Principal, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.

Receive a termly report setting out:

1. The number of looked-after pupils on the school's roll (if any).
2. Their attendance, as a discrete group, compared to other pupils.
3. Their attainment, as a discrete group, compared to other pupils.
4. The number of fixed term and permanent suspensionss (if any).
5. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

The role of the Designated Teacher – Mrs Sarah Fraher

- 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 and arrangements are put in place to ensure their needs identified and met.
- This may include providing basic equipment and resources if necessary and providing appropriate support in meeting uniform requirements if needed.
- 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.
- Maintaining an up-to-date record of the Looked After Children in school, including those in the care of other authorities and ensuring all necessary information is passed to other staff as required
- 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.
- Track academic progress and target support appropriately
- Co-ordinate any support for the Looked After Children that is necessary within school liaising with teaching and non-teaching staff in school, including the Designated Safeguarding Lead as well as pastoral staff and class teachers to ensure they are aware

of the difficulties and educational disadvantage LACs may face.

- Establish and maintain regular contact with home, statutory and voluntary agencies.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Promote inclusion in all areas of school life and encourage Looked After Children to join in extracurricular activities and out of school learning.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children.
- Set up meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of suspension.
- Ensure the rapid 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.
- Ensure that attendance is monitored.
- Attending training as required to keep fully informed of latest developments and policies regarding Looked After Children.

The role of the staff

- 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 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.

13. Monitoring arrangements

This policy will be reviewed biannually by the Principal. At every review, the policy will be shared with the governing body