

# THE HARVEY GRAMMAR SCHOOL



## Policy for the Education of Looked After Children

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## Rationale

Nationally, Looked After Children (sometimes referred to as Children in Care) significantly underachieve and are at greater risk of exclusion compared with their peers.

“Looked-after children (LAC)” are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989
- Children who are placed in foster care, children’s residential homes, with relatives or friends, in semi-independent or supported independent accommodation
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents

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. Helping Looked After Children succeed and providing a better future for them is a key priority for The Harvey Grammar School. 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

The Harvey Grammar 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 The Harvey Grammar 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 The Harvey Grammar School is committed to providing quality education for all pupils and will:

- Ensure that top priority is given to LAC who meet the academic requirements.
- 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 external 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:

- Safeguarding Policy
- Admissions Policy
- Behaviour Policy
- Home School Agreement
- Anti-bullying Policy
- Equal Opportunities Policy
- Race Equality 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.

## Roles and Responsibilities

The **Governing Body** is responsible for:

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

Procedures: The **Governing Body** will:

- Monitor the academic progress of Looked After Children, through an annual report.
- 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 through the Safeguarding, Pupil Progress and Curriculum Committee once a year, setting out:
  - The number of looked-after pupils on the school's roll (if any)
  - Their attendance, as a discreet group, compared to other pupils
  - Their SAT scores, GCSE results, and other qualifications achieved, as a discreet group, compared to other pupils
  - The number of fixed term and permanent exclusions (if any)
  - 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.

The **Headteacher** is responsible for:

- Identifying a Designated Teacher for Looked After Children, whose role is set out below.

- Ensuring that procedures are in place to monitor the admission, progress, attendance and any exclusion/s of Looked After Children and take action where progress, conduct or attendance is below expectations.
- Ensuring that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Monitoring the implementation of this policy, ensuring there is sufficient feedback to the Governing Body.

### The Designated Teacher

The Harvey Grammar School's Designated Teacher has sufficient authority to ensure the needs of our Looked After Children are met. The Designated Teacher assesses services and support, and ensures that the school shares and supports high expectations for 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 designated teacher for looked after children is Mr A Allon (Deputy Headteacher).**

In addition, 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 student'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.