

Approved : December 2019

Reviewed : Biannual

## Bacup and Rawtenstall Grammar School



# Looked After Children Policy

## **School Policy : Looked After Children**

**Reviewed:** Every two years. **Last Review – Nov 2019** (PWR)

### **Definition**

Looked After Children are those in public care and are either:

- subject to a Care Order or Interim Care Order, living at home or away from home. The relevant local authority has parental authority which it then shares with the parents in a prescribed way.
- accommodated with friends or relatives, foster care or residential homes – parents retain full responsibility
- remanded into care.

A private agreement is not public care – where a child lives with friends or relatives by private arrangement, these children are not designated as Looked After.

This policy also applies to children who have been previously looked after or adopted from care – although practical details such as those relating to the production of a termly PEP and involvement of social workers etc, do not apply.

### **Rationale**

The national outcomes for Looked After Children in terms of educational achievement and subsequent life chances are of real concern. It follows that children and young people who are looked after need careful monitoring and positive discrimination in their favour if this situation is to be improved. This school aims to provide positive experiences and to offer stability, safety, continuity and individual care and attention to Looked After Children. Ultimately, that Looked After Children prosper and reach their full potential.

## **ROLES AND PRIORITIES**

### **Governing Body**

The Governing Body appoints a Designated Teacher for Looked After Children.  
The Governing Body receives reports on Looked After Children.

**Governor in charge of Looked After Children: to be confirmed**  
**The Designated Teacher for Looked After Children is Mr. P. Reeves.**

### **The Headteacher and Leadership Team**

The Headteacher and SLT ensure that the provision / outcomes for Looked After Children are considered in regard to:

- the school development plan
- any school self evaluation
- appropriate school policies and procedures
- admissions (prioritised, subject to meeting the required standard according to admissions criteria)

- pastoral concerns (attendance; behaviour, sanctions, exclusions; student voice)
- ensuring the Designated Teacher for Looked After Children has the time and facilities to carry out their job descriptions and support them at all times;
- ensuring that staff are aware that the provision to support Looked After Children is a key school priority;
- challenging negative stereotypes of Looked After Children (if they exist) and insisting on the highest of expectations, especially in terms of their reaching their full potential.
- providing CPD for staff on issues pertaining to Looked After Children and ensuring that the Designated Teacher attends regular training.

### **The Designated Teacher:**

- is a champion for Looked After Children in school and ensures they are receiving special provision;
- liaises with carers – to inform and act as a partner in the child’s education;
- provides an annual report on the provision for, and progress of, Looked After Children for the Governing body;
- show a personal interest and involvement in Looked After Children in the school;

Additionally, the designated teacher will ensure:

- that Looked After Children are aware of who the Designated Teacher is, and that their role is to support them in school (or ensure there is another adult with whom the young person may rather talk);
- that teachers who *need to know* are aware of who the Looked After Children are, and ensures that those staff treat the information confidentially;
- that any issues regarding a young person being in care are treated sensitively by all staff;
- that Looked After Children receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development;
- that all possible is being done to raise the achievement levels of Looked After Children:
- that they are following an appropriate curriculum and, in Years 9 and 11, making the best possible choices; that guidance is given at the end of Key Stages 4 & 5;
- that they know their targets and get regular feedback on how they are improving in relation to those targets and how they can improve;
- that the students have access to any booster support that is available in school or funded by the relevant authority;
- that students on the SEN (including G&T) register receive all possible support to meet their needs;
- that all possible support is given at time of transition between key-stages;
- that students are completing homework and coursework on time and of good quality and that interventions are timely if this is not the case;
- that Looked After Children receive a smooth induction into school – and that all relevant past history is obtained;
- that comprehensive and up-to-date files are maintained on each student and ensure that these follow the student should he/she move;

- that PEP and PEP Reviews occur on time and play the lead educational role in these meetings;
- that Pupil Premium funding is spent appropriately;
- that the young person undertakes work experience (Year 10) and has access to relevant CEIAG;
- that where necessary, students are given specific help in developing the social and personal skills which will give them better life chances;
- that the school nurse is aware of any medical history;

Also, the designated teacher will:

- meet with the Looked After Child as appropriate to check progress and listen to views;
- monitor effort, attainment and behaviour with teachers and intervene where necessary;
- monitors attendance, and reports concerns to the relevant local authority;
- intervenes with discretion, ensuring that the young person is treated “normally”;
- encourage the young person to be involved in extra-curricular and extension activities both in and outside school, including trips and other activities;
- be vigilant for any Child Protection / bullying issues.

**The Designated teacher liaises fully with the Virtual School:**

- contacting the Virtual School team if access is needed to a Social Worker;
- inform them of any problems;
- contact them if the LA seems not to be giving support;
- keeps them informed of progress and attendance on a regular basis;
- informs them if carers seem not to be supporting the child or school ethos.

**For further reference:**

DfCSF: *Improving the Educational Attainment of Children in Care (Looked after Children)*

<http://vle.webed.lancsngfl.ac.uk>

PEPs: <https://lccsecure.lancashire.gov.uk/epep/>

Lancashire Virtual School for Children in Care: [elac.team@Lancashire.gov.uk](mailto:elac.team@Lancashire.gov.uk) 01772 531459