

Academic Year	• 2021-22
Policy / Designated Teacher for Looked After Children	• Nigel Cross
Safeguarding Governor (Looked After Children)	• Bev Harrison
SENCo	• Tonia Hallam
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1 Definition

- 1.1 Children Looked After (CLA) are those in public care and are either:
- Subject to a Care Order or Interim Care Order:
 - Living either at home or away from home. The 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 parental responsibility.
 - Remanded into care.
 - Previously Looked After (PLA) who are children who previously fell into the above groups but are no longer in public care.
- 1.2 A private agreement is not public care - when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

2 Aims

- 2.1 That CLA and PLA will prosper:
- Stay safe
 - Be healthy
 - Enjoy and achieve
 - Be involved
 - Acquire economic well being

3 Rationale

- 3.1 The national outcomes for CLA and PLA in terms of educational achievement and subsequent life chances are of real concern.
- 3.2 It follows that children and young people who are looked after or PLA need special treatment and positive discrimination in their favour if this situation is to be improved.
- 3.3 For CLA and PLA this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

4 Roles and Priorities

4.1.1 The Headteacher and Leadership Team

The Headteacher and Leadership Team will ensure the provision/outcomes for Looked After Children are specifically recorded in:-

- The school's SEF
- Appropriate School Policies and Procedures

- Specific Reports on issues such as student progress in relation to targets and Fischer Family Trust; exam results; attendance; behaviour, sanctions, exclusions; student voice.
- School Improvement Plan - if evaluation shows that improvement in provision is needed

4.1.2 The Headteacher and Leadership team will also:

- Provide an annual report on the provision for, and progress of, Looked After Children to the Governing Body.
- Ensure staff are aware that the provision to support Looked After Children and PLA are a key school priority.
- Give the Designated Teacher for Looked After Children the time and facilities to carry out his / her job description and to support them at all times in their work.
- Show a personal interest and involvement in Looked After children and PLA in the school.
- Challenge negative stereotypes of Looked After Children and PLA if they exist and to insist on the highest of expectations and especially in terms of Looked After Children and PLA achieving their full potential.
- Provide Continuing Professional Development for staff on issues pertaining to Looked After Children and PLA and to ensure that Designated Teachers attend regular training.
- Provide information to the School Improvement Partner regarding the progress of Looked After Children and PLA on the school's roll.

4.2 Governing Body

4.2.1 The Governing Body will ensure a Designated Teacher for CLA is appointed

4.2.2. The Governing Body will identify a Governor for CLA to liaise regularly with the Designated Teacher for CLA on progress etc.

4.2.3 The Governing Body will receive reports on CLA as outlined above.

4.3 Designated Teacher

4.3.1 The Designated Teacher will:

- Make informed decisions about the spending of the PP+ funding for each individual Child Looked After and PLA, in agreement with Carers, with the aim of improving educational outcomes for each individual CLA / PLA. The impact of any interventions will be closely monitored and will inform future planning.
- Arrange and chair PEP meetings termly for each CLA in accordance with the Local Educational Authority schedule for PEPs
- Arrange termly review meetings with all PLA and monitor the updating of pupil passports
- To complete all PEP documentation and submit completed copies to the relevant Virtual School, Social Worker and upload on CPOMS.
- Ensure that Year Leaders are well informed prior to CLA Reviews of all issues discussed and decided at PEP Meetings.
- To ensure Year Leaders monitor and update PLA and CLA pupil passports where necessary
- Be a champion for CLA and PLA within the school and ensure that they are receiving appropriate provision.
- Ensure that all our CLA and PLA are aware of who the Designated Teacher is, and that their Year Leader is the member of staff whose role is to support them at school.
- Ensure that teachers who need to know are aware of who are Looked After Children and PLA and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- To support Progress Assistant Heads and Year Leaders in drawing up strategies for students who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To act as the liaison for the school with Children's Social Care and the Virtual School with regard to CLA.

- To undertake periodic student voice exercises.
- To liaise closely with the Virtual School Team
 - contact the Virtual School Team if further access is needed to a Social Worker or a multi-agency team;
 - informing the Virtual School Team of any problems out of school that seem to have been identified
 - seeking the support of the Virtual School Team if LA or other agency procedures do not seem to be giving necessary support to Looked After Children
 - keeping the Virtual School Team informed about the general progress of Looked After Children
 - informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the student's educational development.

NB: The Virtual School Team will keep Designated Teachers informed on all issues relating to their Looked After Children on a continuous and regular basis.

- Ensure that all possible is being done to raise the achievement levels of Looked After Children and PLA –
 - the school's data tracking and comparisons with FFT show at each data collection point if a student is underachieving with monitored intervention strategies then being put into place;
 - the students are entered for public exams in all cases unless it is totally inappropriate;
 - the students have access to any booster support that is available in the school;
 - the students have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
 - students on the Special Educational Needs register receive all possible support to meet their needs;
 - able students have access to the school's Gifted and Talented provision;
 - all possible support is given at times of transition (KS2 – KS3, KS3- KS4, KS4 – KS5);
 - students are completing homework and coursework on time and of good quality and that intervention takes place if this is not the case.
- Ensure Children Looked After and PLA 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. Targets set at PEPS will include a focus on the wider extra curricular experiences and cultural capital available through More Than Grades.

4.5 Year Leaders

Year Leaders will:

- On a day to day basis provide support for CLA and PLA in their year group
- Ensure that CLA and PLA receive a smooth induction into the school, obtaining all relevant past history.
- To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school.
- To meet with the CLA and PLA regularly to check progress and to listen to his/her views about both in school and out of school issues.
- To monitor and update pupil passport where appropriate
- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort etc.

- To monitor attendance on a regular basis and to report any concerns to the Designated Teacher and the Pastoral Assistant Head straightaway.
- To ensure all CLA and PLA have access to appropriate Careers and Aspiration opportunities
 - students receive appropriate careers support as outlined in the 8 Gatsby Benchmarks including employer encounters, enterprise and work related education and link activities with Further and Higher Education, experiences of workplaces etc
 - students receive all possible guidance and assistance in terms of their post 16 pathways, with the aim of ensuring that they progress to education, employment or training;
 - students are given specific help in developing the social and personal skills that will give them better life chances.
- To encourage CLA and PLA to be fully involved in More Than Grades i.e. extra curricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved and engage with the wider life of the school through leadership roles on Youth Council and Prefect Team, Sports, The Arts, STEM and Love of Learning activities.
- To ensure that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff).
- To make provision for specific mentoring or counselling as needed.
- To liaise with carers keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.
- To ensure that students are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case.
- To be vigilant for any child protection issues and also to check carefully for any sign of a Looked After Child and PLA being bullied.
- To ensure that the School Nurse is aware of the child's medical history and is liaising with the Looked After Children Health Support Team.

4.5 Class Teachers

- To be aware of Children Looked After and PLA in their classes and to give them all possible support and encouragement.
- To be committed to the principle that our CLA and PLA students require bespoke provision to ensure that any building blocks that may be missing are addressed.
- To preserve confidentiality and show sensitivity and understanding.
- To ensure the students know their targets and get regular formative and summative feedback on how they are improving in relation to these targets and what steps are required to raise their attainment and understanding.

Reviewed March 2022 with amendments.