

# THE JUDD SCHOOL

## LOOKED AFTER CHILD POLICY

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Policy dated: January 2020

Review date: January 2023

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing, in line with Every Child Matters.

Helping Looked After Children succeed and providing a better future for them are key priorities for Kent County Council and Kent schools. 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 DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).

The Judd 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 Judd School is committed to helping every Looked After Child to achieve the highest standards they can, including supporting aspirations to achieve in post-school education. This can be assessed by measuring improvement in their achievements and attendance.

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

- Ensure Looked After Children are prioritised in the School's oversubscription criteria, in line with the Education (Admission of Looked After Children) (England) Regulations 2006. (These require admissions authorities to give top priority for admission to LAC in their oversubscription criteria. Faith Schools must give first priority to LAC of their faith ahead of other applicants, and are permitted to give priority to all LAC, regardless of faith. In addition, Grammar schools must give top priority 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 Kent's 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 and it is important Governors have regard to the needs of Looked After Children when reviewing them:

- Oversubscription criteria.
- The School Code of Conduct.
- Behaviour & Discipline Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities 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 they achieve the highest levels possible.

### **Responsibility of the Headteacher**

- Identify a Designated Teacher for Looked After Children, whose role is set out below. It is essential another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where progress, conduct or attendance are below expectations.
- Report on the progress, attendance and conduct of Looked After Children. OFSTED now select a number of Looked After Children, tracking their results and the support they have received.
- Ensure staff in School receive relevant training and are aware of their responsibilities under this policy and related guidance.

### **Responsibility of the Governing Body**

- Identify a nominated Governor for Looked After Children.
- Ensure all Governors are fully aware of the legal requirements and guidance on the education of Looked After Children.
- Ensure 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.

### **Procedures: the Governing Body will:**

- Monitor the academic progress of Local After Children, through an annual report (see below).
- Ensure 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 therefore only excluding them except as a last resort.
- Ensure the School has a Designated Teacher who is enabled to carry out his or her responsibilities as below.
- Support the Headmaster, the Designated Teacher and other staff in ensuring the needs of Looked After Children are recognised and met.
- Receive a report once a year setting out:
  1. The number of Looked After Children on the School's roll (if any).
  2. Their attendance, as a discrete group, compared to other pupils.
  3. Their SAT scores, GCSE results and other qualifications achieved, as a discrete 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.

### **The Role of the Designated Teacher**

Government Guidance states the Designated Teacher should be "someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring the school shares and supports high expectations for them."

Governors should be aware all schools are already required to have a Designated Teacher for LAC. It is strongly recommended this person should be a member of the Senior Leadership Team. Training for Designated Teachers has been, and will continue to be, available through the Looked After Children Education Adviser Team. Governors should also be aware OFSTED will focus on Looked After Children, monitoring how the School has promoted their inclusion and attainment, and the effectiveness of joint working with other services involved with 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 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 each Looked After Child has an identified member of staff 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 might need to be supported by someone from the School's pastoral staff. They should also be alert to any child protection issues, any disclosures pupils might 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 if 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 claim they are bullied, so will actively monitor and try to prevent bullying in School, by raising awareness through the School's anti-bullying policy.
- Ensure 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 Responsibilities of All Staff**

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 pupil's request to be the named member of staff, someone to whom they can talk 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 claim they are bullied, so work towards the elimination of bullying, in line with the School's policy.

**The policy was signed by the Chair and Headteacher at the meeting 28<sup>th</sup> January 2020. Signed copy is on file**

Review Date: January 2023