

Children Looked After Policy

Date of Last Review: April 2018

Reviewed by: Richard Beattie

Agreed by Governors: 10 April 2019

Frequency of Review: Annually

Date of Next Review: April 2020

Designated Teacher: Richard Beattie

Link Governor: Ms J Slack

LACES Link teacher: Jim Horgan jim.horgan@coventry.gov.uk

The Education of Children Looked After

INTRODUCTION

The governing body of President Kennedy School is committed to providing quality education for all its students, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in “Guidance On The Education Of Looked After Children”(May 2000) and Section 52 of the Children Act 2004 .

Children who are “looked after” may be “Accommodated”, “In Care” or “Remanded/detained” as follows:

Accommodated (Section 20)

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care

A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/detained

A child can be remanded or detained as in the following:-

- An emergency protection order
- Removed by police using their powers of protection
- Remanded by a court following criminal charges
- A court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Children Looked After may have some or all of the following issues:-

- Poor attachments to others
- Poor resilience
- Low self esteem
- Poor education standards due to time out of school
- Delayed social/emotional/cognitive development
- Be bullied or bully others
- Be prone to mental health issues
- Be isolated with few friends
- Display challenging behaviour.

This makes them an extremely vulnerable group in terms of education and future life-chances.

The governing body of President Kennedy School is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively.

- A Designated Teacher For Children who are Looked After (CLA)
- Personal Education Plans for all CLA
- All staff have a clear understanding of confidentiality and issues that affect looked after children.
- Effective strategies that support the education of this vulnerable group.
- Regular liaison with LACES (Looked After Children Education Service).

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

The Designated Teacher should:

- Be an advocate for Looked After Children
- When new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status
- Ensure that a Personal Education Plan (PEP) is completed, as soon as possible (at least within 20 days of entering care or joining a new school). This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months. New guidance from LACES (Sept 2014) should be followed
- Keep PEPs and other records up to date, particularly in time to inform LAC review meetings
- Ensure that each child in public care (if they wish) has an identified member of staff that they can talk to
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- Ensure staff receive relevant information and training and act as an advisor to staff and governors
- Ensure confidentiality for individual children and only share personal information on a need to know basis
- Provide written information to assist planning/review meetings and ensure attendance as far as possible
- Ensure that the child and carer(s) receive early notification of meetings, parents evenings and other events and that communication remains regular and positive
- Encourage CLA to participate in extra-curricular activities and out of hours learning, where feasible

- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- Access additional funding through Pupil Premium Plus or extra tuition, as appropriate.

ROLES AND RESPONSIBILITIES OF ALL STAFF

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained
- Be familiar with and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- Respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary
- Contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate
- As with all children, ensure that no child in public care is stigmatised in any way
- Provide a supportive climate to enable a child in public care to achieve stability within the school setting
- As with all children, have high aspirations for the educational and personal achievement of Children who are Looked After
- Positively promote the self-esteem of Children who are Looked After.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of this school will:

- Ensure all governors are fully aware of the legal requirements and guidance for Children who are Looked After
- Be aware of whether the school has CLA and how many (no names)
- Ensure that there is a named Designated Teacher for CLA
- Liaise with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to CLA
- Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CLA are met
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body. (These reports should not include any names of individual children for child protection and confidentiality reasons)
- Review the effective implementation of this policy, preferably annually and at least every three years.

CONFIDENTIALITY

- Information on children looked after 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

TRAINING

The Head Teacher, Designated Teacher and Designated Safeguarding Lead will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.