



Daubeney Middle School

**LOOKED AFTER  
CHILDREN  
POLICY AND  
PROCEDURE**

## **Introduction**

Children and young people in public care are those who, because of their circumstances, become looked after by the Local Authority. These children and young people are usually now referred to as Looked After Children (LAC) and will be referred to as such in this guidance.

Children may come into public care after court proceedings where there is concern that, if they do not live away from their families, they may be significantly harmed or their health and development may be damaged (Section 31 of the 1989 Children's Act). They may also become looked after when the person caring for them is not able to provide suitable care or accommodation (Section 20). Children and young people becoming looked after for the latter reason include some with complex disabilities. They may also be subject to an interim care order under Section 38.

These children, in any of these instances could be living with foster carers, in a residential unit, school, with relatives or with parents on a part or full-time basis.

School shares the role of Corporate Parent with the Borough, Children's Services and all Voluntary and Independent Providers (VIPs) of care and education. This is primarily a duty of care that covers every aspect of the lives of Looked After Children, including health, safety, educational and social needs and is intended to safeguard and promote his or her welfare.

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 that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well being, in line with Every Child Matters. Helping Looked After Children succeed and providing a better future for them is a key priority for Daubeney in its role as Corporate Parent.

This policy takes account of:

- The Local Authority'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 DCFS guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).

### **Aims of the policy**

Daubeney Middle 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.

As for all our pupils, Daubeney Middle 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. This policy should be read in conjunction with other school policies:

- Teaching and Learning Policy;
- The School Code of Conduct ;
- Behaviour Policy ;
- Home School Agreement ;
- Equal Opportunities Policy;
- Racist Incidents Policy;
- Safeguarding Policy;
- Special Educational Needs Policy;
- Admissions;
- PSHEE.

The school will raise awareness of the needs of Looked After Children and challenge negative stereotypes about them in order to ensure that they achieve as well as they possibly can and do their personal best in Daubeney Middle.

## **ROLES AND RESPONSIBILITIES**

The Governing Body will:

- Identify a nominated governor for Looked After Children;
- Ensure that 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 appropriate resources to meet the needs of Looked After Children;
- Ensure the school's other policies and procedures support their needs;
- 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 Head Teacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met;
- Monitor the academic progress of Looked After Children, through an annual report .

The Head Teacher will:

- Take on the role of the Designated Teacher for Looked After Children, whose role is set out below;
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Looked After Children and take action where attainment, behaviour or attendance is causing concern;
- Report on the attainment, behaviour and attendance of Looked After Children. OFSTED now select a number of Looked After Children, tracking their results and the support they have received;
- Ensure that staff in school receives relevant training and are aware of their responsibilities under this policy and related guidance.

## THE DESIGNATED TEACHER

Our Designated Teacher will:

- Develop a policy for LAC;
- Be the named contact for colleagues and carers within the school community and for colleagues in children's services including social services and health ;
- Build positive home-school relationships between parents/carers with regular opportunities for dialogue;
- Keep an up to date list of LAC in school and clearly establish who has parental responsibility;
- Advocate on behalf of LAC with particular regard to issues such as school trips, fixed term exclusions, flexibility of procedures and communicating high expectations for LAC with both staff and the pupils themselves;
- Develop knowledge of legislation relating to LAC and of Children's Services procedures through a variety of ways including attending multi-agency training;
- Attend relevant training;
- Inform staff and governors about up to date training;
- Be aware that the specific needs of LAC should be communicated sensitively to appropriate staff - teaching and non-teaching ;
- Be aware that LAC should have an up to date, quality PEP. NB It is the Social Worker's responsibility to initiate this, and it should be completed within 20 days of the pupil joining the school or of entering care;
- Support the pupil in making a contribution to the PEP;
- In conjunction with social workers, arrange education planning meetings for new admissions to school;
- Liaise with the pupil's social worker, the school's designated governor and other relevant outside professionals;
- Advise on systems, including recording of progress, to be put in place to support attendance and achievement;
- Monitor attendance of LAC and involve the carer and EWO as an early intervention if there are problems;
- Promote the involvement of LAC in school clubs, extra curricular activities especially where these coincide with the pupil's interests;
- Liaise with other designated teachers at transition times such as moving key stages or to a new school ;

## **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 promptly to the Designated Teacher's requests for information to support the completion of PEP's and other documentation needed as part of the review meetings;
- Work to enable Looked After Children to achieve stability and success within school;
- Promote the self-esteem of all Looked After Children;
- Liaise with the designated teacher where a LAC is experiencing difficulties;
- Monitor attendance carefully and involve appropriate school staff early if there are problems;
- Be aware of any emotional, social or behavioural difficulties and intervene at an early stage following school policies.