

ST GEORGE'S CHURCH OF ENGLAND FOUNDATION SCHOOL

"Every moment, every day, every individual counts"



CHILDREN IN CARE AND LOOKED AFTER CHILDREN POLICY

Last Reviewed: ***September 2020***

Next Review: ***September 2022***

Governors Monitoring Group: **Provision of LAC and SEND**

SLT Responsible: **Head of School (Primary)**

Review Period: **2 Years**

"For the body does not consist of one member but of many" 1 Corinthians 12:14

HOPE

FORGIVENESS

COMPASSION

FRIENDSHIP

WISDOM

CHILDREN IN CARE POLICY

Nationally, known as Looked After Children (LAC) but here in Kent identified as Children in Care (CiC) they are one and the same group who significantly underachieve and are at greater risk of exclusion compared with their peers. Schools have a major part to play in ensuring that CiC/LAC students are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

Helping all our Children in Care to succeed and providing a better future for them is a key priority for both Kent County Council and St George's Church of England Foundation School. This policy takes account of:

- ❖ The County Council's duty under Section 52 of the Children Act 2004 to promote the educational achievement of Children in Care.
- ❖ The Education (Admissions of Children in Care) (England) Regulations 2006.
- ❖ Relevant DFE guidance to Governing Board (Supporting Looked After Learners: A Practical Guide for School Governors).

St George's C of E Foundation School's approach to supporting the educational achievement of Children in Care is based on the following principles:

- ❖ Prioritising education
- ❖ Promoting attendance
- ❖ Targeting support
- ❖ Encouraging high expectations
- ❖ Promoting inclusion through challenging and changing attitudes
- ❖ Achieving stability and continuity
- ❖ Early intervention and priority action
- ❖ Listening to a Child in Care's views
- ❖ Promoting good health and wellbeing
- ❖ Reducing exclusions and promoting stability
- ❖ Working in partnership with carers, social workers and other professionals.

1. IMPLICATIONS:

As for all students, St George's Church of England Foundation School is committed to helping every Child in Care 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.

The Governing Board of St George's Church of England Foundation School is committed to providing quality education for all students and will:

- ❖ Ensure Children in Care are prioritised in the school's over subscription criteria, in line with the Education (Admissions of Looked After Children) (England) Regulations 2006.
- ❖ The designated teacher, who is Assistant Headteacher (Maureen Burdock) supported by the relevant Head of Year is responsible for the students in their Year group. As well as the designated teacher and support staff members (Sarah Perry, Natalie Garcia). Sam Mirams (Primary SENCO) will support with Primary Students.
- ❖ Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every Child in Care, in line with Kent's or other LEA's guidance on Personal Education Plans.
- ❖ Identify a Governor (Teresa Carpenter) as Designated Governor for Children in Care (SEN/FSM/PP/CiC and Child Protection Governors Monitoring Pair).

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This policy links with a number of other school policies and it is important that Governors have regard to the needs of Children/ in Care when reviewing them:

- ❖ Admission Policy
- ❖ Behaviour Management Policy
- ❖ Anti-bullying Policy
- ❖ Equal Opportunities Policy
- ❖ Safeguarding Policy
- ❖ Special Educational Needs Policy

The school will champion the needs of Children in Care, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

ROLES AND RESPONSIBILITIES

RESPONSIBILITY OF THE HEADTEACHER:

1. 1.1 Identify a Designated Teacher for Children in Care, who will supervise and monitor the DTS, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave and this will be shared by the Head of Year and designated teacher support.
- 1.2 Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Children in Care and take action where progress, conduct or attendance is below expectations.
- 1.3 Report on the progress, attendance and conduct of Children in Care.
- 1.4 Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

2. RESPONSIBILITY OF THE GOVERNING BOARD:

- 2.1 Identify a nominated Governor for Children in Care (SEN/FSM/PP/CiC and Child Protection Governor Monitoring Groups).
- 2.2 Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children in Care.
- 2.3 Ensure the school has an overview of the needs and progress of Children in Care.
- 2.4 Allocate resources to meet the needs of Children in Care.
- 2.5 Ensure the school's other policies and procedures support their needs.

3. PROCEDURES:

The Governing Board will:

- 3.1 Monitor the academic progress of Children in Care, through an annual report (see below).
- 3.2 Ensure that Children in Care are given top priority when applying for places in accordance with the school's over subscription criteria.
- 3.3 Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Children in Care achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- 3.4 Ensure that the school has a Designated teacher and designated teacher support who are enabled to carry out his or her responsibilities as below, ensuring that the needs of Children in Care are recognised and met.
- 3.5 Receive an annual report from the Head of School (Primary)/Designated Teacher Support:
 - ❖ the number of looked after students on the school's roll (if any)
 - ❖ their attendance, as a discreet group, compared to other students
 - ❖ their termly assessed grades, end of Key Stage SATs results, GCSE results and other qualifications achieved, as a discreet group, compared to other students
 - ❖ the number of fixed term and permanent exclusions (if any)
 - ❖ the destinations of students who leave the school
 - ❖ the information for this report should be collected and reported in ways that preserve the anonymity and respect and confidentiality of the students concerned.

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4. THE ROLE OF THE DESIGNATED TEACHER AND DESIGNATED TEACHER SUPPORT:

- 4.1 Government guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen (who) should be an advocate for Children in Care, assessing services and support, and ensuring that the school shares and supports high expectations for them”. The work of the designated teacher will be monitored by the Headteacher.
- 4.2 The Designated Teacher/designated teacher support will:
- 4.2.1 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.
 - 4.2.2 Ensure that 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.
 - 4.2.3 Ensure that each Child in Care has an identified member of staff that 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 may need to be supported by someone from the school’s pastoral staff. They should also be alert to any child protection issues, any disclosures that students may make, and know what action to take. They should link closely therefore, with the school’s Designated Teacher for Child Protection.
 - 4.2.4 Track academic progress and target support appropriately.
 - 4.2.5 Co-ordinate any support for the Children in Care that is necessary within school.
 - 4.2.6 Ensure confidentiality for individual students, sharing personal information on a need to know basis.
 - 4.2.7 Encourage Children in Care to join in extra-curricular activities and out of school learning.
 - 4.2.8 Ensure, as far as possible, attendance at planning and review meetings.
 - 4.2.9 Act as an adviser to staff and Governors, raising their awareness of the needs of Children in Care.
 - 4.2.10 Set up timely meetings with relevant parties where the student is experiencing difficulties in school or is at risk of exclusion.
 - 4.2.11 Ensure the speedy transfer of information between individuals, agencies and if the student changes school, to a new school.
 - 4.2.12 Be proactive in supporting transition and planning when moving to a new phase in education.
 - 4.2.13 Promote inclusion in all areas of school life.
 - 4.2.14 To liaise with the Attendance Officer to ensure that the audit on attendance and numbers is kept up to date.
 - 4.2.16 Raise awareness in secondary schools that Children in Care are automatically entitled to an allowance if they go into the 6th Form.

5. RESPONSIBILITIES OF ALL STAFF:

All our staff will:

- ❖ Have high aspirations for the educational and personal achievement of Children in Care, as for all students.
- ❖ Maintain Children in Care’s confidentiality and ensure they are supported sensitively.
- ❖ Respond positively to a students request to be the named member of staff whom they can talk to when they feel it is necessary.
- ❖ Respond promptly to the Designated Teacher/designated teacher support’s requests for information.
- ❖ Work to enable Children in Care to achieve stability and success within school.
- ❖ Promote the self-esteem of all Children in Care.
- ❖ Have an understanding of the key issues that affect the learning of Children in Care.

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