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Responsible officer: Vice Principal
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Approved by: Local Governing Body

Djanogly City Academy

Policy for the Education of Looked After Children

1. Introduction

- 1.1 Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. Helping Looked After Children succeed and providing a better future for them is a key priority for Djanogly City Academy (DCA) and this Policy takes account of:
- a. The Education (Admission of Looked After Children) (England) Regulations 2006
 - b. Relevant Department for Education guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).

2. Principles

- 2.1 DCA's approach to supporting the educational achievement of Looked After Children is based on the following principles:
- a. Prioritising education
 - b. Promoting attendance
 - c. Targeting support
 - d. Having high expectations
 - e. Promoting inclusion through challenging and changing attitudes
 - f. Achieving stability and continuity
 - g. Early intervention and priority action
 - h. Listening to children
 - i. Promoting health and wellbeing
 - j. Reducing exclusions and promoting stability
 - k. Working in partnership with carers, social workers and other professionals
- 2.2 As for all its students, DCA 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.

- 2.3 DCA is committed to providing quality education for all students and will:
- a. Ensure Looked After Children are prioritised in the Academy'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 Looked After Children in their oversubscription criteria
 - b. Ensure a Designated Teacher for Looked After Children is identified and enabled to carry out the responsibilities set out below
 - c. Ensure an Individual Learning Plan is put in place, implemented and regularly reviewed for every Looked After Child
 - d. Identify a Designated Governor for Looked After Children.
- 2.4 The Academy will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

3. Roles and responsibilities

3.1 The Principal will:

- a. Identify a Designated Teacher for Looked After Children, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the Academy or take sick leave
- b. Ensure that 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 is below expectations
- c. 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.
- d. Ensure that teachers and other relevant staff in the Academy receive appropriate training and are aware of their responsibilities under this Policy and related guidance.

3.2 The Governing Body will:

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

- c. Ensure the Academy has an overview of the needs and progress of Looked After Children
- d. Allocate resources to meet the needs of Looked After Children
- e. Ensure the Academy's other policies and procedures support their needs
- f. Monitor the academic progress of Looked After Children, through an annual report (see below)
- g. Ensure that Looked After Children are given top priority when applying for places in accordance with the Academy's oversubscription criteria
- h. Work to prevent exclusions and reduce time out of the Academy, by ensuring the Academy implements policies and procedures to ensure Looked After Children achieve and enjoy their time at the Academy, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort
- i. Ensure that the Academy has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below
- j. Support the Principal, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- k. Receive a report once a year setting out:
 - i. The number of Looked After Children on DCA's roll (if any)
 - ii. Their attendance, as a discreet group, compared to other students
 - iii. Their Key Stage 2 SAT scores, GCSE results, and other qualifications achieved, as a discreet group, compared to other students
 - iv. The number of fixed term and permanent exclusions (if any)
 - v. The destinations of students who leave the Academy.

3.3 The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the students concerned.

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

- 3.5 Governors should be aware that all schools are already required to have a designated teacher for Looked After Children. It is strongly recommended that this person should be a member of the Senior Leadership Team.
- 3.6 Governors should also be aware that OFSTED will focus on Looked After Children, monitoring how the Academy has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.
- 3.7 DCA's Designated Teacher will:
- a. Ensure a welcome and smooth induction for the child and their carer, using their Individual Learning Plan to plan for that transition in consultation with the child's social worker
 - b. Ensure that an Individual Learning 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
 - c. Ensure that each Looked After Child 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 the Designated Teacher. 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 Academy's Designated Teacher for Child Protection
 - d. Track academic progress and target support appropriately
 - e. Co-ordinate any support for the Looked After Children that is necessary within the Academy
 - f. Ensure confidentiality for individual students, sharing personal information on a need to know basis
 - g. Encourage Looked After Children to join in extra-curricular activities and out of Academy learning
 - h. Ensure, as far as possible, attendance at planning and review meetings
 - i. Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children
 - j. Set up timely meetings with relevant parties if the student is experiencing difficulties in the Academy or is at risk of exclusion
 - k. Ensure the speedy transfer of information between individuals, agencies and, if the student leaves the Academy - to a new school
 - l. Be pro-active in supporting transition and planning when moving to a new phase in education
 - m. Track academic progress and target support appropriately
 - n. Promote inclusion in all areas of Academy life

- o. Actively monitor and prevent bullying in the Academy by raising awareness through the Academy's anti-bullying policy (being aware that 60% of Looked After Children say they are bullied)
- p. Raise awareness that Looked After Children are automatically entitled to an allowance if they go into Year 12/13.

3.8 All staff will:

- a. Have high aspirations for the educational and personal achievement of Looked After Children, as for all students
- b. Maintain Looked After Children's confidentiality and ensure they are supported sensitively
- c. Respond positively to a student's request to be the named member of staff whom they can talk to when they feel it is necessary
- d. Respond promptly to the Designated Teacher's requests for information
- e. Work to enable Looked After Children to achieve stability and success within the Academy
- f. Promote the self-esteem of all Looked After Children
- g. Have an understanding of the key issues that affect the learning of Looked After Children
- h. Be aware that 60% of Looked After Children say they are bullied so work to prevent bullying in line with the Academy's policy

4. Linkages to other Policies

4.1 The Policy for the Education of Looked After Children should be read in conjunction with the following:

- Teaching and Learning routines and procedures as described in the staff routines handbook
- Assessment and Reporting Procedures
- SEND Policy
- PSHCE elements of the curriculum as described in the Sex and Relationships policy , the E-Safety Policy and Accessibility Policy
- Admissions Policy
- Behaviour Policy
- Exclusions procedures following the 'Exclusion from maintained schools, Academies and pupil referral units in England guidance' published by the Department for Education and procedures operated across the academy by the pastoral senior leader and referenced within the Behaviour Policy
- Anti-bullying Policy
- Equality Policy
- Safeguarding Policy