

# Harlington Upper School



## Looked after Children (LAC) Policy

Edition 3: November 2015

HUS021

Approved By:

Full Governing Body (Edition1, Edition 2)

Document Control		
Edition	Issued	Changes from previous
3	November 2015	<ul style="list-style-type: none"><li>• Internal Review</li><li>• Contacts updated</li><li>• Updated Guidance</li><li>• Inclusion of referernce to Prevent Duty</li></ul>
2	October 2014	<ul style="list-style-type: none"><li>• Contacts updated</li><li>• Procedures amended.</li></ul>
1	November 2013	<ul style="list-style-type: none"><li>• Replaces previous policy on transfer to Academy .</li><li>• Changed period of compulsory education under the RPA, changed LA link to "Head of Service". Addition of the need to provide an annual report to the governing body.</li></ul>

<b>Policies/Documents referred to in this policy</b>	<b>Post holders/Persons named in this policy</b>
Promoting the Education of Looked After Children (July 2014)	Designated Teacher for LAC Deputy Designated Teacher for LAC Designated Governor for LAC
Children Act 2004	Central Bedfordshire Council Looked After Children Head of Service
The role and responsibilities of the designated teacher for looked after children (DCSF, 2012)	Governors
The Designated Teacher (Looked After Pupils etc) (England) Regulations 2009	Staff
Child Protection Safeguarding Admissions Equal Opportunities SEND Gifted and Talented Confidentiality Vulnerable Children	Designated Teacher for Looked After Children

Next Review: November 2016

Review Frequency: Annually

Designated Teacher for Looked After Children	Georgie Billin
Deputy Designated Teacher for Looked After Children	Beth Sullivan Ash
Designated Governor for LAC	Janet Theodore
Central Bedfordshire Council Looked After Children Head of Service	Mrs Jackie Edwards 0300 300 4795
Central Bedfordshire Council PEP Coordinator	0300 300 4678

## Introduction

Harlington Upper School and Governors are committed to providing quality education for all pupils, based on equality of opportunity, access and outcomes. This policy sets out the role of Harlington Upper School in supporting and enhancing the educational experiences of looked after children on its roll. The school recognises that, nationally, there is considerable educational under achievement of children in residential and foster care, when compared with their peers and is committed to implementing the principles and practice, as outlined in 'Promoting The Education Of Looked After Children' (July 2015) and Section 52 of the Children Act 2004.

A 'looked after child' (LAC) is any child or young person taken into care by the local authority ('in public care'), being accommodated by the local authority under (Section 20), having an interim care order, a full care order or being remanded/detained by the court. The child's placement may include living with a relative, emergency care and short or long term formal foster placement.

**Accommodated** (Section 20): 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:** if a court has granted a Care Order which it will issue if it believes a child is suffering or is likely to suffer significant harm. A Care Order normally gives parental responsibility to the local authority who shares this with the parents.

**Remanded/detained:** an emergency protection order; removed by police using their powers of protection; remanded by a court following criminal charges; a court directing social services to accommodate a child for up to six months.

The local authority and the school are the 'corporate parent' and will work together to ensure that the child/young person is fully supported during their period of compulsory education. Looked After Children are recognised to be a very vulnerable group in terms of education and future life chances and may have some or all of the following issues:

- 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 vulnerable to Child Sexual Exploitation
- Be vulnerable to radicalisation / extremism
- Be isolated with few friends;
- Have behaviour issues;
- Poor attachments to others.

The Governing Body of Harlington Upper School, is committed to ensuring that these children are supported as fully as possible and, as part of its Corporate Parent role, will ensure that the following are in place and are working effectively:

- A named Designated Teacher for Looked After Children (Georgie Billin)
- A named Designated Governor (Janet Theodore)
- Personal Education Plans (PEP) for all Looked After Children up to the end of Year 11 and beyond this if the young person continues in education and chooses to continue the PEP.
- All staff have a clear understanding of confidentiality and the issues that affect LAC.
- Effective strategies that support the education of this vulnerable group.

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- Close working links with the local authority and the Head of Service for LAC.

### **Role and Responsibility of the Designated Teacher / Deputy Designated Teacher:**

The Designated Teacher(s) will:

- Be an advocate for Looked After Children in the school.
- Ensure a smooth and welcoming induction for any new looked after child and carer.
- Ensure that a PEP is completed as soon as possible, working jointly with the child and carer, in liaison with the social worker and other relevant support workers/agencies.
- Keep PEPs and other records up to date, particularly in time to inform review meetings.
- Ensure that each child in public care has an identified member of staff who they can talk to (this will usually be the child's form tutor) and where appropriate, a trained peer mentor.
- Co-ordinate support for the child in school and liaise with other professionals and carers as necessary.
- Ensure staff receive relevant information and training in relation to the teaching and learning of LAC and provide feedback for review meetings.
- 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 the child and carer receive early notification of meetings, parents evenings and other events.
- Encourage LAC to participate in extra-curricular activities and out of hours learning where feasible, applying for additional funding where appropriate (e.g. for music lessons, or sports coaching).
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if the child transfers.
- Seek urgent meetings with relevant parties where the child is experiencing difficulties or is in danger of exclusion.
- Ensure that returns on LAC are completed as requested by the local authority.
- Work with the school's senior leadership team to make sure that LAC are represented fairly in all school policies and feature as a recognised group of vulnerable children.
- Attend appropriate training as provided by the local authority.
- Seek to support behaviour in a pro-active manner so as to avoid exclusion of LAC whenever possible.
- Identify LAC students as a priority group for any relevant intervention programmes.
- Ensure that school policies do not unintentionally discriminate against LAC students.
- Provide an annual report on LAC to the Governing Body.

### **Role and Responsibility of all staff:**

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained.
- Be familiar with and respond to requests for information to support the completion of PEPs and other review meetings.
- Contribute to the Designated Teacher's request for information on educational attainment and needs as appropriate.
- As with all children, ensure that no LAC is stigmatised in any way.
- Provide a supportive climate to ensure that a LAC can achieve stability within the school setting.
- Set high aspirations for the education and progress of all LAC.

- Positively promote the self esteem of LAC and refer to the Gifted and Talented Co-ordinator as appropriate.

**Role and Responsibility of the Governing Body:**

- Ensure all governors are fully aware of the legal requirements and guidance for Looked After Children.
- Be aware of whether the school has any LAC on roll and how many in each year group.
- Ensure there is a named Designated Teacher for LAC.
- Liaise with the Headteacher to ensure the Designated Teacher is able to carry out his/her responsibilities in relation to LAC.
- Support the Headteacher, Designated Teacher and other staff in ensuring the needs of LAC are met.
- Nominate a Governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body (any reports must not include the names of LAC).
- Review the effectiveness of this policy at least every three years.

**Confidentiality:**

Information on Looked After Children will be shared with school staff on a 'need to know basis'. The Designated Teacher will discuss what information is shared with which 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. Any reports to the Governing Body in relation to LAC will not include names of children.

**Training:**

The Designated Teacher for Looked After Children will undertake regular training as provided by the local authority and provide training/support to all staff of the school.