



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire**’

**Our Values** – using the initials of the names of the schools.

**K** – Kindness

**U** – Understanding

**P** – Patience

**H** – Honesty

**L** – Love

**B** – Boldness

## **Education of Looked After Children Policy**

### **Document History**

Original KULB document reviewed and adopted by EHT for ASPIRE wide use June 2020. Noted by ASPIRE Federation GB 7 July 2020.

Reviewed and reapproved by EHT, noted by Federation GB 12 July 2022

Reviewed and reapproved by EHT, noted by Federation GB 9 July 2024

Bi-Annual Review – next review June 2026

*The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.*

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

### **Leeds & Broomfield Church of England Primary School**

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

*"As many hands build a house, so many hearts make a school."  
(Matthew Ch 7 24-27)*

**RESPECT      RESILIENCE      EMPATHY      CURIOSITY      HONESTY**

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

### **Ulcombe Church of England Primary School**

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices (good or bad) is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

*"One body, many members, learning together surrounded by God's inclusive love."  
(Corinthians 12:12-14)*

**TRUST      RESPECT      HOPE      ENDURANCE**

# Education of Looked After Children Policy

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## Introduction

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 Kent County Council and Kent schools. This policy takes account of:

- The County Council'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 DfES guidance to Governing Bodies (*Supporting Looked After Learners: A Practical Guide for School Governors*).

ASPIRE'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.

## Implications

As for all our pupils, our school 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.

ASPIRE governing bodies are committed to providing quality education for all pupils and will:

- Ensure a Designated Teacher for Looked After Children is identified and enabled to carry out the responsibilities set out below.

- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every Looked After Child, in line with Kent's guidance on Personal Education Plans.
- Identify a governor as Designated Governor for Looked After Children.

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

- Oversubscription criteria.
- The School Code of Conduct.
- Behaviour Policy.
- Discipline Policy.
- Home School Agreement.
- Anti-bullying Policy.
- Equal Opportunities Policy.
- Policy on Racial Harassment.
- Child Protection Policy.
- Special Educational Needs Policy.

The school 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.

## **Looked After Children Policy Attachments**

### **Responsibility of the Headteacher**

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 school or take sick leave.

- 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.
- 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.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

### **Responsibility of the Governing Body**

- 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 resources to meet the needs of Looked After Children.
- Ensure the school's other policies and procedures support their needs.

Procedures: the Governing Body will:

- Monitor the academic progress of Local After Children, through an annual report (see below).
- Ensure that Looked After Children are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Looked After Children 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.
- 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 Headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.
- Receive a report once a year setting out:
  - The number of looked-after pupils on the school's roll (if any).
  - Their attendance, as a discreet group, compared to other pupils.
  - Their SAT scores, as a discreet group, compared to other pupils.
  - The number of fixed term and permanent exclusions (if any).

- The destinations of pupils who leave the school.
- The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

## **The Role of the Designated Teacher**

Government Guidance says that the Designated Teacher should 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.”

Governors should be aware that all schools are already required to have a designated teacher for LAC. It is strongly recommended that this person should be a member of the Senior Management Team. Training for Designated Teachers has been and will continue to be available through our Looked After Children Education Adviser Team. Governors should also be aware that OFSTED will focus on Looked After Children, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Our Designated Teacher will:

- 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
- 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.
- 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 someone from the school’s pastoral staff. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school’s Designated Teacher for Child Protection.*
- Track academic progress and target support appropriately
- Co-ordinate any support for the Looked After Children that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage Looked After Children to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked After Children.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.

- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that 60% of Looked After Children say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.
- Ensure that the audit on attendance and numbers is returned to the LAC Education Adviser every Term.
- Raise awareness in secondary schools that Looked After Children are automatically entitled to an allowance if they go into the sixth form.

### **The Responsibilities of 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 positively to a pupil's 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's requests for information.
- Work to enable Looked After Children to achieve stability and success within school.
- Promote the self-esteem of all Looked After Children.
- Have an understanding of the key issues that affect the learning of Looked After Children.
- Be aware that 60% of Looked After Children say they are bullied so work to prevent bullying in line with the School's policy.

The Headteacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.