

RISE ACADEMY

Education of Looked After Children Policy

September 2017

Review date September 2018



Education of Looked After Children

Raising the aspirations of Looked After Children and supporting them in their journey to succeed and providing a better future for them is an important priority at Rise Academy.

This policy takes into account:

- The Education (Admission of Looked After Children, England) Regulations 2006.
- Relevant DfE guidance to Governing Bodies (supporting Looked After Learners: A Practical Guide for School Governors).
- DfE: Keeping Children Safe in Education. Statutory guidance for schools and colleges – September 2016.
- Hull Safeguarding Children Board: Guidelines and procedures.
- DfE: Promoting the education of looked after children. Statutory guidance for LA – July 2014.

The academy's approach to supporting the educational achievement of Looked After Children is based around the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- High Expectations in regards to education achievement and behaviour
- 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 parents, carers, social workers and other professionals.

As for all the students that attend Rise Academy, we are committed to supporting and 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.

The governing body of Rise Academy is committed to providing quality education for all students and will:

- Have in place an identified Designated Teacher for Looked After Children, who is enabled to carry the responsibilities set out below.

- Have a Personal Education Plan in place, implemented and regularly reviewed for every Looked After Child.
- Identify a governor as Designated Governor for Looked after Children.

This policy links with several other Academy Policies and it is important that governors have regard to the needs of Looked After Children when reviewing them:

- Admissions Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Students with Additional Educational Needs Policy
- Attendance policy
- Online Safety Policy

Looked After Children Policy

Responsibility of the Head of School

- 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.
- Ensure that the 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 progress, attendance and conduct of Looked After Children. Ofsted now select a number of Looked After Children, tracking their results and the support that they have received.

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.
- The Academy has an overview of the needs and progress of Looked After Children.
- Allocate resources to meet the needs of Looked After Children.
- The Academy's policies and procedures support the needs of Looked After Children.

Procedures – the Governing Body will:

- Monitor the academic progress of local Looked After Children, through an annual report.
- Work to prevent exclusions and reduce time out of the Academy, by ensuring that the Academy implements policies and procedures to make sure that Looked After Children achieve and enjoy their time at the Academy, by recognising the additional problems caused by excluding them and by not excluding them, except as a last resort.
- The Academy has a Designated Teacher, and that the Designated Teacher is enabled to carry out his/her responsibilities.

- Support the Head of School, 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:
 1. The number of LAC students on the Academy's roll.
 2. The attendance of the LAC students, as a discrete group, compared to their peers.
 3. The GCSE results, and other qualifications achieved, as a discrete group, compared to their peers.
 4. The number of fixed term exclusions.
 5. The destination of students who leave the Academy.
 6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the students concerned.

The role of the Designated Teacher

Government Guidance states 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 Academy 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 Leadership Team. Training for Designated Teachers will be sought through the LA virtual school. Governors should also be aware that Ofsted will focus on LAC, monitoring how the school has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

The Designated Teacher will:

- Provide a welcome and smooth induction for the student and their carer, using the E-PEP to plan for that transition in consultation with the students social worker.
- An E-PEP will be completed with the student, social worker, foster carer and any other relevant person.
- Each LAC will have an identified member of staff that they can talk to. This does not necessarily need to be the Designated Teacher, but should be based on the students own wishes. Members of staff who take on this role may need support. They should also be alerted to any child protection issues, any disclosures that students may make, and know what action to take. They should link closely with the Designated Teacher for Child Protection.
- Track academic progress and target support appropriately.
- Co-ordinate any support for the student.
- Promote confidentiality for individual students, sharing personal information on a need to know basis.

- Encourage students to join in extra-curricular activities and out of school learning.
- Promote 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 meetings with relevant parties where the student is experiencing difficulties in the academy and is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the student changes school – to a new school.
- Support transition and planning when moving to a new phase in education.
- Track academic progress and target support when appropriate.
- Promote inclusion in all areas of academy life.
- Actively monitor and prevent bullying within the Academy by raising awareness through the academy's anti-bullying policy.

The responsibilities of all staff

- High aspirations for the educational and personal achievement of Looked After Children, as for all students within the Academy.
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively.
- 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.
- Respond promptly to the Designated Teachers requests for information.
- Work to enable looked after children to achieve stability and success with the Academy.
- Promote the self-esteem of all looked after children.
- Have an understanding of the key issues that affect the learning of Looked After Children.
- Work to prevent bullying in line with the Academy's policy.

The Head of School and the Designated Teacher will ensure that all staff are briefed on the regulations and practise in this policy.

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